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An Ethnographic Study on Undergraduate Business Students' Perceptions of
Transformational Leadership Modeling in the Classroom

A Dissertation by

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Brandman University

Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

March 2016

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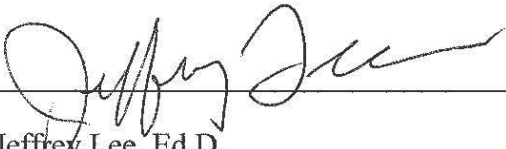
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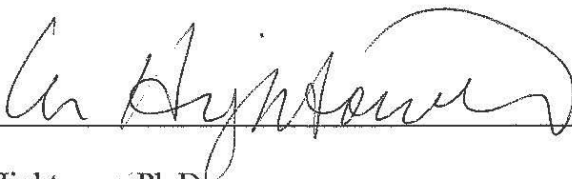
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March 2016

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Transformational Leadership Modeling in the Classroom

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“Of all the questions about the future of leadership that we can raise for ourselves, we can be certain in our answer to only one: ‘Who will lead us?’ The answer, of course, is that we will be led by those we have taught, and they will lead us as we have shown them they should.”

-William C. Richardson,
Former CEO, W.K. Kellogg Foundation

ABSTRACT

An Ethnographic Study on Undergraduate Business Students' Perceptions of Transformational Leadership Modeling in the Classroom

by Dennis D. Nichols

The focus of this qualitative study was to examine upper-division undergraduate business students' perceptions of their faculty as transformational leaders in the classroom. Their lived experiences were explored through the lens of 4 of the 10 domains of the Transformational Leadership Skills Inventory (TLSi) designed by Larick & White (2012). The four domains include problem-solving and decision-making, character and integrity, communication, and personal and interpersonal skills. These four domains reflect the characteristics that rate among the most highly desired skills of business leaders according to research reported by the Harvard Business Review. The upper-division business students were purposively chosen from one Christian university located in Northern California holding membership in the Council for Christian Colleges and Universities. The researcher gathered and coded data from 13 individuals who participated in focus-group interviews and individual interviews. He also gathered and coded data obtained through classroom observations and student coursework artifacts. The conclusions showed students are experiencing Transformational Leadership. The implications include initiating faculty in-service training to maximize the impact through intentional classroom practices and faculty interaction, leading to student outcomes that support a full Transformational Leadership experience. Such practices involve training that equips the faculty to progress from education as transformation, to becoming leadership educators.

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PREFACE

This ethnographic study explored 13 upper-division undergraduate business students' perceptions of their faculty as Transformational Leaders in a Christian University where leadership development is the stated mission of the university. Leadership studies are flourishing in business and education settings. Moreover, higher education is especially poised to response to the global call for leadership, but maximizing the students' leadership experience will more than likely require a new approach to educational pedagogy and faculty preparation. Students reported positive experiences with business department faculty as both mentors and models in their leadership development.

CHAPTER I: INTRODUCTION

Educational instruction at American colleges and universities is experiencing some of the greatest shifts in pedagogy since the first universities were established in the 1600s. At no time in history have there been more challenges from within and pressures from without to produce well-educated graduates, and higher education has responded by developing curricula in leadership studies (Northouse, 2012). Industry looks to higher education for well-trained leaders, yet the evidence from research implies higher-education business programs are not keeping up with the demand for qualified business undergraduates (Friedman, Hampton-Sosa, & Friedman, 2013).

There is a crisis in leadership today. Globally, the call for great leadership is pervasive. One third of global organizations have identified leadership as a serious need (Folkman, 2014). Folkman (2014) makes the point that leadership development should start earlier in undergraduate education rather than later; considering the complexities of global leadership makes this point even stronger. Consequently, educating the generations for leadership is essential (Greenwald, 2010). In America, the call for ethical leadership is closely associated with leadership theory itself, especially with Transformational Leadership's ethical underpinnings (Northouse, 2012). The call for ethical leadership has been especially felt in the past several decades in the light of multiple scandals that have rocked Americans' trust in those who run the largest businesses in the U.S. economy (Brimmer, 2007; Scudder, 2011). The point is made even more dramatic when one considers that during America's early years, leadership was the hallmark of what made it a great nation (Johnson, 2014). This study will explore student perceptions of leadership modeling and how it is occurring in the business courses and programs offered by an undergraduate school.

Leader and leadership studies have continued to find a predominant place in literature over the past three decades. During this time frame, Transformational Leadership has surfaced as one of the most studied approaches (Bass & Riggio, 2006). Bass & Riggio (2006) further state that whether it is military, commerce, education, or business leadership, theories and practices continue to demand the focus of those who prepare the leaders of the next generation. At the state and local level, there is no difference. State-sponsored schools, private colleges, and public universities carry much of the weight for forming the cultural and societal values for those who are moving into leadership positions. These schools are a central place where the citizenry expects to find leadership taught and practiced (Astin & Astin, 2000). Burns (1985) postulates, “Leadership begins earlier, operates more widely, takes more forms, pervades more sectors of society, and lasts longer in the lives of most persons than has been generally recognized” (p. 1020-1021). Educational institutions still carry a major responsibility for leadership training. This study examines Transformational Leadership as it relates to higher education, specifically in the classrooms of undergraduates.

Among those who assume the mantle to understand and apply leadership principles are the faculty who lead the way in educating leaders in higher-education classrooms (Astin & Astin, 2000). In addition, more often than not, it is in the higher-education business programs within these institutions where future national and world leaders are exposed to the theory and practice of great leadership (Pounder, 2008c). Those providing higher education, and those who teach business programs within those schools in particular, have a unique opportunity to impact leadership values and practice. Much of the weight of leadership influence falls on the faculty who design the curriculum and teach the courses (Astin & Astin, 2000).

Leadership development programs have gained momentum in higher education. This emphasis on leadership development involves those who lead at the highest levels, including university presidents and chief admissions officers (Grosso, 2008; Slotted, 2010). While the leadership training of higher-education executives and administrative staff is essential for university development and viability, faculty are central in influencing the leadership development of their students (Astin & Astin, 2000).

Educating transformational leaders is central to the mission at William Jessup University. As a smaller liberal-arts university located in Northern California, and as a member of the Council for Colleges and Universities (CCCU), its mission is educating undergraduates for leadership within a Christ-centered model of higher education. Recently the mission statement at William Jessup University was changed to include transformational leadership as the goal of its educational process. The mission statement of William Jessup University now reads, “In partnership with the church, the purpose of William Jessup University is to educate transformational leaders to the glory of God.”

As a Christ-centered university, William Jessup educates with strong ethical underpinnings in the classroom and with co-curricular learning goals. There are many leadership theories that could be applied from a values-based framework. Parks (2005) contends that “acts of leadership are inevitability steeped in ethical choices” (p. 241). The president of William Jessup communicated his reason for choosing transformational leadership in a personal statement to the researcher (December, 2015).

William Jessup University operates from a transformational leadership paradigm because of our belief and hope in the power of Jesus Christ to change persons, families, organizations, and cultures. Transformational Leadership rests on a premise of hope. Whereas we affirm the values inherent in Servant Leadership

(the leader as support for others) and Authentic Leadership (the leader as a model of integrity for others), we believe that the bold and visionary paradigm of Transformational Leadership was necessary for Jessup University at this season in our journey (J. Jackson, personal communication, December 19, 2015).

Though Transformational Leadership is not explicitly identified in the undergraduate business-school program as the goal of its educational process, the traditional undergraduate business program does fall under the mission statement and educational intent of William Jessup University. Therefore, the researcher chose to focus his ethnographic research on Transformational Leadership as mentioned in the university mission statement.

When exploring Transformational Leadership, Bass & Riggio (2006) have noted, “It would be advantageous to use multiple methods for assessing the construct” (p. 31). Therefore, a tool that measures the Transformational Leadership construct is the Transformational Leadership Skills Inventory (TLSi). Larick & White (2012), as designers of the tool, claim that an “extensive literature search on Transformational Leadership and the process of change [led them] to [the] identification of 10 domains and 80 skills that comprise the TLSi” (Larick & White, 2012, introduction). While other researchers have utilized the TLSi in the K-12 setting (Wells, 2014; Ezaki, 2015), the researcher finds no studies to date using the TLSi in a higher-education setting.

Background

The remainder of Chapter 1 explores the most relevant literature that forms the background of this research study. The first section begins with a brief look at strong leaders and the role higher education plays in providing leadership training. The second section addresses the history of leadership and leadership theories found in business and

education specifically. The third section funnels down to the role of Transformational Leadership in higher-education business programs. Finally, the chapter closes with a synthesis of the roles of leadership education, classroom experiences, and the four domains of the Transformational Leadership Skills Inventory as the theoretical framework for the study (see Appendix B).

Higher Education and Leadership

It is obvious from just a cursory investigation of the literature that Americans expect great leadership at all levels in society (Dionne, Gupta, Sotak, Shirreffs, Serban, Hao, Yammarino, 2014). Higher education has done much to promote leadership studies and to prepare students in leadership programs for effective workplace impact (Hodge & Lear, 2011). This emphasis is seen in the formation and century-long history of the American Association of Colleges and Universities (AAC&U). AAC&U is a leader in unifying the effort of educating for the liberal arts, including producing leaders “with the high-quality learning they need to succeed and thrive in an era of global interconnection and rapid societal and economic change” (AAC&U website). Higher education and leadership development were integral in America’s history and are found in today’s societal expectations.

From its earliest beginnings as a country, the United States has given education a supreme place in producing culturally and socially prepared citizens; included in this education is leadership preparedness (Johnson, 2014b). In addition, educating graduates to embrace leadership skills and character formation has become urgent as the country faces the moral failures of leaders in business and society (McCuddy, 2008). Moreover, Giacalone & Promislo (2013) posit that undergraduates are coming to colleges and university business programs ill-prepared to think critically and to act with ethical

soundness. These researchers also conclude that students may reframe their ethics when exposed to business-school models of the “payoff” for certain behaviors. This materialistic teaching can lead to students who are willing to “justify unethical means for the result of monetary gain” (Giacalone & Promislo, 2013, p. 88).

Christian higher education can help to change this perception, specifically in the way future business leaders prepare for their careers. It is a fact that Christian higher education often presents a strong values-based curriculum and faculty who function primarily as instructors and maintain significant student contact (Ringenberg, 2006). Because of this fact, business leadership programs within Christian higher education have a unique opportunity to produce strong ethical leaders in society (Chewing, Eby, & Roels, 1990). Nevertheless, unless these faculty in business leadership programs intentionally approach their instruction as a place of leadership modeling, they will miss the opportunity to impact these undergraduates (Astin & Astin, 2000; Bolkan & Goodboy, 2013; Pounder, 2008c).

Undergraduate Learning Experiences

The faculty have much influence on producing a well-trained undergraduate (HERI, 2014). Moreover, they play a key role in positive student outcomes (Hoehl, 2008). Three theories that have been linked to positive student outcomes include Experiential Learning theory, Inquiry-Based theory, and Project-Based learning (Roberts, 2015).

Experiential Learning theory works under the assumption that when a student has a hands-on experience, deep learning is reinforced (Kolb, 1984). Inquiry-based learning focuses on the student’s engagement in the classroom through asking questions and seeking answers. This approach provides a scaffolding that allows the student to progress

to greater insight (Hsu, Lai & Hsu, 2015). Project-Based learning assumes that when faculty engage students in solving problems, critical thinking skills begin forming and developing.

Leadership Skill Development

Undergraduate learning experiences should inform how one teaches leadership and leadership theories. Parks (2005) suggests there is a link between faculty and student participation in case-in-point teaching where leadership teaching occurs. This premise would support the notion that how the learning happens, and in what ways the learning happens, must include the topic of faculty mentoring and internships. Brown and Posner (2001) suggest that students learn best by watching and practicing. Burgette (2007) takes the issue further by implying that moral development of business students requires more intentionality than simply giving them opportunity to watch their faculty in the classroom.

Transformational Leadership in the Classroom

Recent leadership studies have called for holistic approaches that include full-spectrum leadership (Dionne et al., 2014). This suggestion for change implies using leadership models that unite the leader with his or her followers in more collaboration and less leading-by-position. Leadership theories that fit this approach to learning include Transformational Leadership, Servant Leadership, and Authentic Leadership (Copeland, 2014). Among these three, Transformational Leadership dominates in the research landscape (Dionne et al., 2014). Transformational Leadership theory is built on four constructs: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Northouse, 2012).

Since the 1990s, researchers have been studying Transformational Leadership modeling in the classroom. Researchers have found that the classroom can be a place for modeling leadership if one treats the classroom as a type of organization (Bolkan & Goodboy, 2010, 2011a; Pounder, 2008a; Astin & Astin, 2000b). At the foundation of transformational leadership is a process that changes people's "emotions, values, ethics, standards and long-term goals" (Northouse, 2012, p. 185). This change process appears primarily in the dynamic between the leader and followers (Bass & Riggio, 2006). Furthermore, this change process can define a Transformational Leadership relationship between faculty and student. Researchers affirm that the modeling of Transformational Leadership by faculty in higher education produces skilled graduates who know how to lead others (Bolkan & Goodboy, 2011). However, measuring the impact of faculty who provide good models in the classroom requires a reliable instrument.

The TLSi and Leadership Development

The Transformational Leadership Skills Inventory (TLSi) measures Transformational Leadership's impact on followers. Research shows that transformational leaders produce more organization outcomes (Avolio & Yammarino, 2013). Larick and White (2012) identified 10 Transformational Leadership domains that provide a full-range model of Transformational Leadership. While the inventory contains 10 domains, each domain within the study can independently describe a key area of Transformational Leadership (Larick & White, 2012). In 2014, the *Harvard Business Review* published the results of a meta-analysis of over 300,000 respondents regarding the most desirable traits in business leaders. They found that displaying integrity and honesty, being able to inspire and motivate others, possessing the ability to solve problems and analyze issues, and knowing how to build relationships ranked among the

top characteristics needed for leaders at all levels, from executives down through all management levels (Folkman, 2014).

Consequently, the researcher chose four domains from Larick and White's Transformational Leadership Skills Inventory that corresponds with the *Harvard Business Review* findings as a lens through which to describe the lived experience of business students. Furthermore, these four domains also match the four major points of Transformational Leadership by the following connections: (a) idealized influence aligns with character and integrity; (b) inspiration and motivation align with communication; (c) intellectual stimulation aligns with problem-solving and decision-making; and (d) individual consideration aligns with personal and interpersonal skills. In addition, they align well with the William Jessup University learning goals and the business department's learning outcomes. Finally, they reflect the four main propositions of Transformational Leadership as defined in literature, including the field of business education (Northouse, 2012). Holmes (1987) affirms that these characteristics fit the virtues of a life marked by excellence.

Larick and White (2012) present the following categories to describe the four domains applied in this research.

1. Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, and problems are discussed inside and outside the organization.

2. Problem-Solving & Decision-Making: The leader creates an environment that enables everyone to contribute productively through understanding of differences and appreciation of individual ideas; this accepting environment allows the focus to remain on the mission of the organization.

3. Personal and Interpersonal Skills: Leaders demonstrate their ability to work well with people when they are approachable, likeable, and exhibit high emotional intelligence in motivating others toward excellence.

4. Character and Integrity: Leaders model these traits in the organization by creating an emotionally intelligent culture whose members know themselves, know how to deal respectfully with others and strive to understand them as well.

For this study, exploring leadership development with business undergraduates involves several factors. These include William Jessup University's educational goals, Transformational Leadership theory, the Transformational Leadership Skills Inventory, and the *Harvard Business Review* meta-analysis (see Table 1).

Table 1

Alignment Matrix

WJU Learning Goals (University Catalog)	WJU Business Program Learning Outcomes	Transformational Leadership (As defined by Bass & Riggio, 2006)	TLSi category (Larick & White 2012). Harvard Meta- Analysis (2014)
CHRISTIAN LITERACY Articulate the relevance of Jesus Christ, His teachings, and a Biblical worldview to their personal and professional lives.	Integrate faith in Jesus Christ in the business environment as a highly competent, relevant, and ethical servant-leader	Idealized Influence	Character & Integrity
COMMUNICATION SKILLS Communicate effectively across cultures.	Professionally communicate accurately, creatively, and analytically, both orally and in writing.	Inspirational Motivation	Communication
INTELLECTUAL SKILLS Demonstrate critical, analytical, and creative thinking.	Deploy critical-thinking skills to properly analyze business opportunities, utilizing content-specific knowledge, to make and implement successful business decisions.	Intellectual Stimulation	Problem-Solving & Decision- Making
PROFESSIONAL COMPETENCE Exhibit competence in their chosen disciplines.	Effectively collaborate within a team environment to produce superior deliverables.	Individual Consideration	Personal & Interpersonal Skills
GLOBAL CITIZENSHIP Engage in a lifelong pursuit of knowledge, character formation, and service to their local and global communities.	Understand and navigate effectively in the growing global economy and the highly-competitive business environment.	Inspirational Motivation Idealized Influence Intellectual Stimulation Individual Consideration	Communication Character and Integrity Problem-Solving & Decision- Making Personal & Interpersonal Skills

These Transformational Leadership domains match well with the intentions of Christian education. Christian education seeks to inform values and to demonstrate how these values actually function in the real world (Holmes, 1987). The clear connection between Transformational Leadership theory and Judeo-Christian belief is noted by researchers (Bass & Steidlmeier, 1999). In addition, Christian liberal-arts schools may provide the best of educational practices in mentoring the whole person, including teacher-student relationships, and offer a safe environment for exploring calling and vocation (Logan & Curry, 2015). This study explores students' perspectives on how the classroom experience impacts their leadership training. The intersection of classroom modeling of Transformational Leadership and moral training may serve as a valuable touchpoint for exploring the lived experiences of business students who are attending William Jessup University.

William Jessup University prepares leaders. Its mission statement reads, "In partnership with the Church, the purpose of William Jessup University is to educate transformational leaders for the glory of God" (William Jessup University Website). For William Jessup University, service and leadership are the centerpieces of a well-trained and -equipped student body. Undergraduates come from a wide range of majors, including business, English, math, science, education, psychology, music, the arts, and ministry. The call to Christian service through one's vocation in life plays a significant role in the university's Christ-centered educational model. Business faculty are central in influencing the development of future business leaders (see Table 2). There are four full-time faculty in the business program. Additionally, there are eight adjunct faculty. Table

2 highlights the teaching experience and years of industry work of all full-time faculty as well as the current adjunct faculty.

Table 2:

Business Faculty

Full-Time Faculty, Higher Education and Industry Experience	Sample of Adjunct Faculty, Higher Education and Industry Experience
A. 27 years Higher Education, 14 years in Industry	A. 1 year in Higher Education, 5 years in Industry
B. 12 years Higher Education, 24 years in Industry	B. 4 years Higher Education experience, 20 years Industry
C. 8 years Higher Education, 28 years in Industry	C. 3 years Higher Education experience, 35 years Industry experience
D. 7 years Higher Education, 20 years in Industry	D. 7 years Higher Education, 14 years Industry experience

Statement of the Research Problem

Over 20 years ago, Boyer (1992) called for a connection of classroom experience where scholarship was seen across many disciplines to form “a more coherent view of knowledge and a more integrated, more authentic view of life” (p. 89). Later, Lyons (1995) argued that while faculty may be experts in content knowledge, few can masterfully direct the student in process and behavioral development. There is still need for a more functional integration of skill sets in the classrooms of U.S. universities (Astin & Astin, 2000). Hart Research Associates (2013), when surveying over 300 employers from business and non-profit organizations, found that 42 percent said there was room for improvement with the job colleges and universities are doing in preparing graduates. Business undergraduates with integrated skills will end up leading and managing people and resources, both professionally and on a personal level. The classroom is an essential place to experience such leadership modeling.

University classrooms are often the place where teachers function as leadership role models (Riggio, 2010). As a result of faculty filling this role, researchers are calling for more exploration of Transformational Leadership modeling in the university classroom (Astin & Astin, 2000; Bolkan & Goodboy, 2011). The term Transformational Leadership specifically means the model of leadership that calls for the leader and followers working together with common goals and vision for the good of the organization (Bass & Riggio, 2006). Beyond the traditional format of lectures and tests, faculty who incorporate good learning practices such as guest lecturers, team problem-solving, case studies, and group projects motivate students with shared vision and goals (Eagan, Stolzenberg, Lozano, Aragon, Suchard, & Hurtado, 2014). Higher-education campuses provide a number of opportunities to impact leadership development: (1) a co-curricular environment (outside the classroom) that impacts students via student leadership programs (Astin & Astin, 2000; Bolster, 2011); (2) verbal and nonverbal connections with the professor (Harrison, 2013; Hoehl, 2008); and (3) the power of peer influence for leadership development (Leidenfrost, Strassnig, Schutz, Carbon, & Schabmann, 2014). Those who have researched these three have predominantly utilized quantitative research methodologies and have not addressed specific Transformational Leadership classroom modeling with qualitative research (Hoehl, 2008; Harrison, 2013; Bolster, 2011; Leidenfrost et al., 2014). There is a gap in the research exploring leadership modeling in higher-education classrooms from a qualitative perspective.

Business students at William Jessup University experience leadership modeling in their classrooms. Furthermore, the university's business program emphasizes a Christian foundation for moral and practical implementation of management and leadership. To date, there has not been a research-based study of student lived experiences using the

Transformational Leadership Skills Inventory as a framework. This ethnographic study describes the lived experiences of students taking business courses at William Jessup University.

Purpose Statement

The purpose of this ethnographic study is to explore how undergraduate upper-class business students at William Jessup University are influenced in the classroom by their business faculty in their development of Transformational Leadership skills. The TLSi (Larick & White, 2012) provides the lens through which data are coded and analyzed.

Central Research Question

In what ways are undergraduate upper-class business students influenced in the classroom by their business faculty's transformational leadership skills?

Sub-Questions

1. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's personal and interpersonal skills?
2. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's communication skills?
3. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's character and integrity?
4. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's problem-solving and decision-making skills?

Significance of the Problem

This qualitative research explores the experiences of leadership development for those students attending business classes at William Jessup University. There is an ever-growing need for transformational leaders (Bass, 1990a). Transformational leaders are those who bring about change for the good of the follower as well as for the organization (Bass & Riggio, 2006). Over time, and through the expansion of business, the population at large has come to expect leaders who demonstrate training and expertise to come from institutes of higher education. Specifically, these skills should come from the classroom experience (Pounder, 2014).

According to the literature, major research surrounding the topic of Transformational Leadership in higher education has occurred across the disciplines and with multiple research methodologies (Astin & Astin, 2000b; Azdell, 2010; Baringer & McCroskey, 2000; Bolkan & Goodboy, 2009a; Bommarito, 2012; Burgette, 2007; Eich, 2007; Haber, 2011; Harrison, 2013). In the past 20 years research has provided a growing body of information that describes how college students learn to lead (Haber, 2011). The context in which students learn these skills include (a) formal leadership programs on campuses, including military programs (Wilson, 2009); (b) the influence of student government leadership training as well as staff and administration interactions; and (c) the impact of peer support and mentoring groups (Azdell, 2010; Cook, 2002; Faber, 2009; Leidenfrost et al., 2014). All of these forces play a crucial role in understanding the overall educational leadership experience of students.

There are few studies that explore faculty and the classroom influences that shape student education outcomes, especially related to leadership development (Bolkan & Goodboy, 2011a). No studies have been conducted exploring student experiences at

Christian universities. Leadership modeling that includes moral development must become an industry standard for growing healthy and effective businesses in American culture (Caldwell & Jeane, 2007). Considering the gap in the research, there appears to be an urgent need to conduct such a study (Burgette, 2007; Crossan, Mazutis, Seijts, & Gandz, 2013). This study explores the lived classroom experiences of William Jessup University business students. To accomplish this study, the researcher has chosen the Transformational Leadership Skills Inventory as a theoretical framework. The researcher will use selected domains (personal and interpersonal skills, communication, character and integrity, and problem-solving and decision-making) found within the Transformational Leadership Skills Inventory (Larick & White, 2012). These four domains give a clear lens for describing classroom experiences from a student's perspective, especially as they relate to leadership development in an undergraduate business program.

Moreover, this study has the potential to inform the process Christian universities use to design training, orientation, and mentoring of new faculty. For the schools and colleges who hold membership in the Council for Christian Schools and Colleges (CCCU) and claim leadership training in their mission statements, this study provides extremely useful and timely research to maximize classroom moral education and leadership skills to support educational outcomes (Smith, 2014). The study also uses a theoretical framework not found in undergraduate studies, namely, the Transformational Leadership Skills Inventory as an instrument.

Most importantly, this research links marketplace leadership theory and practice back to the classroom experience. Marketplace research shows a call for transformational leaders (Pounder, 2014). Bass and Riggio (2006) note the lack of available tools for

exploring Transformational Leadership in education and commerce and observe, “It will be advantageous to use multiple methods for assessing the construct” (p. 31). The synergy of exploring educational experiences through the lens of workplace leadership skills may be a win for students and for faculty, especially as society expects graduates to fill workplace demands (Balwant et, al, 2014; Bluemenstyk, 2014; Boys, 2014). Leadership development is a worthy goal within higher education. This study provides qualitative research to inform Christian higher education learning goals. Using the Transformational Leadership Skills Inventory to describe the experience of students will yield data for other like-minded Christian colleges and universities. Furthermore, this study also contributes to the research literature by providing undergraduate students with experiences that specifically relate to four domains of the Transformational Leadership Skills Inventory: personal and interpersonal skills, communication, character and integrity, and problem-solving and decision-making. These characteristics are among the most highly valued leadership traits of business leaders today (Zenger & Folkman, 2013).

Definitions

For the purpose of this study, the following terms define the relevance and conceptual framework of this study.

Transformational Leadership. Transformational Leadership refers to the interplay of leader and follower that produces follower engagement, commitment, and consequent organizational capacity (Burns, 1978).

Transformational Leadership Skills Inventory (TLSi). This inventory is a 360-degree feedback instrument designed for self-exploration and improvement. Developed by Keith Larick and Patricia Clark-White, the TLSi consists of 10 domains of leadership and 80 related skills found in successful Transformational Leadership.

Operational Definitions

Christian Higher Education. For this study, Christian higher education refers to undergraduate education that is grounded by the integration of faith and learning and informed by a Christian worldview.

Transformational Leaders. When referring to transformational leaders, the researcher is referring to the technical definition as presented by Bass (1990).

Student Perception. This term defines exploring what students recognize and interpret regarding their experiences in the classroom.

Personal and interpersonal skills, communication, character and integrity, problem-solving and decision-making. These phrases are purpose statement variables related to the Transformational Leadership Skills Inventory and to the larger discussion of Transformational Leadership.

Delimitations

Delimitations reflect the boundaries of the study set by the researcher (Roberts, 2010). The delimitations in this study include the following: (a) this study will occur on the campus of one university in Northern California; (b) this research will involve upper-division students; (c) the participants will all come from the business program during the 2015 – 2016 academic year. Generally, these students range in age from 21 – 25 years of age, with males comprising approximately 55 percent of the program. In addition, non-Hispanic White students, both male and female, make up the majority of those taking business classes. Economically, the students come from middle-class American homes. For the most part, William Jessup University business students come from Northern California.

Organization of the Study

The following research is outlined in the next four chapters. Chapter Two presents a thorough literature review of higher education in America, leadership theories and models, learning and teaching in the classrooms, and the role of faculty as transformational influencers. This chapter forms the basis of the research and situates this research among other studies. Chapter Three presents a step-by-step process for the qualitative research design, including population, sample, data collection, coding from group and individual interviews, observations, and artifact collection. As a qualitative study, artifacts and observations are also included in the data-collection process. Chapter Four presents the findings of all data collection and data analysis with discussion of the findings. Chapter Five contains the implications and conclusions as well as recommendations for future study.

CHAPTER II: REVIEW OF THE LITERATURE

This study will explore undergraduate business students' perceptions of their faculty as transformational leaders in the classrooms of William Jessup University (WJU), a Christ-centered liberal-arts school. Begun in 1939, WJU has trained thousands of leaders in the last seven decades. With WJU's recent development of a business degree, as well as society's expectations for business leaders, it is important to determine how WJU's students understand the role that those directing the classroom experience have in developing leadership skills. How business leaders are educated and mentored is reflected in the educational learning theories and teaching practices utilized in colleges and universities. This review of literature examines major variables, including recent changes in higher education, leadership history and theories, leadership skills development and integration, and the impact the classroom experience has in producing transformational leaders as seen through the lens of the Transformational Leadership Skills Inventory.

To understand the current challenge in higher education to produce transformational leaders, this study begins with a look at higher education in general. The schools considered include public, private, nonprofit, for-profit, and Christian education.

Higher Education

Higher education in America is experiencing rapid change. Forces both internal and external, including student expectations, business culture, and mandates from the states in which the campuses are located, affect all levels of university culture. Despite the call for change, some have argued higher education has remained essentially as it has always been regarding instructional methodology (Coulter & Mandell, 2012). Though much has remained the same, there is a call for the classroom to take on a contemporary

modality for teaching and learning (Baker & Wiseman, 2008). Some researchers have recently noted that when tested by the Collegiate Learning Assessment (CLA), over 30 percent of college and university students reported no measurable learning in higher-order cognitive skills (Arum & Roksa, 2011). It may be posited that something important, and expected, is not happening in higher-education classrooms.

Over the past 300 years of American education, the driving factors forming the model of higher education included three primary elements in society: culture, careers, and knowledge (Geiger, 2015). Culture and careers were the building blocks of social class. The interplay between the three drove America's earliest educational experiences up until the 1940s, when mass access to education became a reality; the rise of the public junior college also had an impact (Thelin, 2013). Thelin (2013) further argues that America's postwar economic growth fueled the birth of the for-profit higher-educational system and started a move toward vocational and trade-centered education, partly fueled by monies available to colleges because of returning veterans' use of the G.I. bill.

In the colonial period, not many from the middle and lower classes secured an education. Rather they "stayed home, farmed, went West without the benefit of a college education" but nevertheless produced such men as Benjamin Franklin and Patrick Henry (Rudolph & Thelin, 1990). This situation changed in the early 1900s with the rise of industrialization (Thelin, 2013). Until then, men from the upper range of the middle class populated institutions of higher education. Many young adults did not end up in college because they lacked the preparatory education to get them there (Geiger, 2015). Others did not have the resources for college-level study. Geiger (2015) continues by explaining that the middle classes had an open invitation to attend colleges and were given aid, while many other students had to work to afford the experience. Those with affluence attended

college because of cultural expectations, but the majority of the lower classes focused on learning a skill to provide for family (Rudolph & Thelin, 1990). University attendance was largely driven by aptitude and interest. Again, these were clear markers where culture and careers shaped higher education until World War II (Geiger, 2015).

The upper middle class turned to college mainly for socialization (Geiger, 2015). It is here that culture, or enculturation, drove the reason for education. Gaining knowledge was only loosely associated with the cultural aspect of college, so culture drove the curricula while providing knowledge education for careers played a secondary role (Geiger, 2015).

After World War II, significant changes occurred in the field of higher education (Smith & Bender, 2008). These changes sparked a movement to provide education to the masses, including minorities and older adults; they began a transition from academic education in the classic sense to more technical training that connected to workplace productivity (Kerr, Gade, & Kawaoka, 1994). The make-up of students on campus now included women, people of color, and men of lesser economic status. As Rudolph & Thelin (1990) indicate, the war years left Americans questioning the expert in the field; they had replaced him with a search for the why and how of the country's postwar plight. Knowledge became the centerpiece of higher-education learning. Still, the desire to keep the element of vocational usefulness remained in higher education. Smith & Binder (2008) affirm that by the end of the last decade of the twentieth century, schools across the nation were finding ways to connect education more closely with industry demands. Many hoped to replicate the symbiotic connection between business and universities so evident in Silicon Valley in California and in key areas of Massachusetts (Smith & Bender, 2008).

Public Education

In the area of public education, significant changes have taken place in the way education is delivered. A century of embedded habits of public education have come under attack by many sectors in American life (Bok, 2015). In the 1960s there was a strong movement to explore what a more open educational system could look like, one that provided a more open view of education. The “Plowden Report” (Children and Their Primary Schools, 1967), as it came to be called after the influence of Lady Bridgett Plowden, focused on the principle that the child lies at the heart of the education process. Though focused on education in England, it was a key piece for the beginnings of educational transformation (Squires & Meiszner, 2013). The impact of such open thinking provided the impetus for exploring education outside of traditional models. At this same time, Open University made its appearance in the United Kingdom. Again, the model was to offer an education to a broader, more accessible market with pedagogy that expanded traditional models of the time. Their website reads, “The Open University’s mission is to be open to people, places, methods and ideas” (Website, Open University, 2015). The pedagogy of open universities essentially valued the student and learning above the former practice of top-down authority with the classroom teacher as knowledge-bearer and the student as ignorant and unaware (Squires & Meiszner, 2013). Furthermore, Squires and Meiszner (2013) posit, the rise of Massive Open Online Courses (MOOCs) could be argued as one of the chief technological disruptions to post-modern higher-education traditions of the decade.

Private Education

Private education, in contrast to public, has had significant global impact in the last 15 years. In addition, the expansion of private higher education has received much

attention in research literature (Maldonado-Maldonado, Cao, Altbach, Levy, & Zhu, 2004). Hundreds of institutions now fit under the rubric of private education. Private higher education includes not only religious-based schools but also schools and colleges that are non-profit as well as for-profit. Researchers have shown that private education has been a key player in reaching students globally and that private education has fueled the availability of educational systems internationally (Forest & Altbach, 2006). For instance, many policymakers have cited private education as the way forward in modeling education expansion in developing countries (Maldonado et. al., 2004). Clark (1996) noted the ever-expanding contributions of private education nearly a decade previous to Maldonado. Clark attributes the changing roles of education to the government and “the integration and differential systems within higher education” (Clark, 1996, p. 96). Even with a cursory view of private-education literature, it is clear that the private sector of the higher-education market is undergoing tremendous transformation, especially as it integrates with market economies (Maldonado et. al., 2004).

When positioned against a global field of articles and dissertations written about private education, those in religious higher education were among the top contributors (Maldonado et, al., 2004). Maldonado (2014) points out that the most distinctive of the articles written in the United States is found in the subject matter of management and leadership. Furthermore, when one compares the research from the dissertations recorded to date in the publication *Management*, leadership and religious institutions dominate the field (as cited in Maldonado-Maldonado, et al., 2004).

In the past decade, the focus in private higher education, especially in the way it markets itself, has turned toward embracing the idea of technical training as central to

successful student outcomes (Saichaie & Morpew, 2014). For instance, the LEAP campaign (Liberal Education & America's Promise), sponsored by the American Association of Colleges and Universities, is driving for all of its member schools to adopt its vision of essential student outcomes, high-impact educational outcomes, value assessment, and inclusive excellence. All of these elements are intended to prepare students for "success in work, life, and citizenship" (AAC&U website). The focus of vocational training fits well as researchers explore Christian college instruction for moral development and citizenship as well as for management and leadership skills training, as is the focus of this study. Furthermore, schools with smaller class sizes, as is typically the case with Christian higher education, allow for personal leadership mentoring opportunities between students and faculty (Benton & Pallett, 2013).

For-Profit University Education

The term for-profit university refers to any organization that works with a business model of profit-for-services rendered. For-profit universities have become the fastest-growing and most diverse in programs and size (Enders & Jongbloed, 2007). In 2014, for-profit universities enrolled over two million stakeholders, which is over 10 percent of the higher-education population (Liu & Belfield, 2014). Yet Liu and Belfield (2014) found that there is significant difference between enrolling in a for-profit college and a private college for a four-year program. Their study showed lower levels of satisfaction and no better labor-market value than those found among community-college students. They added that more research is needed to determine if employers value for-profit degrees differently than they value other similar degrees. Still other researchers are convinced that for-profit schools are more likely to grow in popularity as they provide "vocational programs that lead to certification and early job placement" (Deming,

Goldin, Katz, & Center for Analysis of Postsecondary Education and Employment
CAPSEE, 2012, p. 6).

Non-Profit Universities

Nonprofit private education is surging as well. Boys (2014) refers to this surge as a “global phenomenon” (p. 49). The National Association of Independent Colleges and Universities website reveals the following definitions about nonprofit education in America:

Non-profit is that category of education that can include religious or Christian educational organization but is broader in overall scope. Not-for-profit higher education is defined as those independent colleges and universities that provide a unique experience of diversity, affordability, personal touch, and community involvement (NAICU, 2015).

Since 1976, the National Association of Independent Colleges and Universities (NAICU) has represented a strong voice for private nonprofit colleges and universities throughout the United States. NAICU reports that roughly 36 percent of post-secondary schools are considered private non-profit schools. Within this sector, they report the vast majority of educational focus is on the undergraduate programs (32 percent). The largest group of educational organizations within the Carnegie classification is the category of special focus (33 percent). Among special-focus category institutions are Bible colleges, seminaries, and Christian institutions (17 percent); medical schools, art schools, music and design schools, business and management schools and engineering make up the remaining majority of representation (NAICU website, 2015).

According to the NAICU website, the group considered private non-profit colleges and universities is made up of over 1,700 independent colleges and universities

with over 3.7 million undergraduate students, nearly one-third of them minority students. Older and part-time students, working while in school, compose a significant percentage of the non-profit student body in America. When it comes to affordability, private college students receive more than 6.5 times as much grant aid from their institutions as they do from federal sources. Personal touch is reflected in the lower student-to-faculty ratios than those in state institutions. Community involvement of students enrolled in non-profits is reflected in the 1.7 million undergraduates who volunteer in their communities at an estimated economic impact value of 7 billion dollars per year (NAICU website, 2015). When it comes to flexibility and success, private non-profit institutions are located in every sector of American culture, from major urban settings to the rural areas of the country. Seventy-nine percent of those who graduates from private non-profit colleges and universities do so in in four years as opposed to only 49 of students graduating from public institutions. Furthermore, although private nonprofit enroll only 20 percent of all students, they award 30 percent of all degrees in the end (NAICU website). Clearly, non-profits play a unique role in higher education.

Christian Higher Education

Among the category of nonprofit educational institutions are many religious and Christian organizations. Christian higher education organizations place an emphasis on the development of character as well as academic excellence (Grigg, 2010). Some attribute the principles of Christian organizations, at least within the Christian tradition, back to the Judeo-Christian idea of parents training their children in the home (Deut. 6:4, NIV). Certainly the synagogue system within first century Judaism supports the notion that education in religious traditions goes back to long before the establishment of government-supported educational systems. At the heart of a Christian education is the

centrality and authority of God's word. From this biblical worldview, the educated Christian "must be at home in the world of ideas and people" (Holmes 1987, p.5). In other words, he or she must be able to carry on a conversation about the ideas and people in the world. Holmes (1987) suggests that Christian education should not be education alongside faith but the integration of the two in that "all truth is God's truth" (p.7). Beers (2008) strongly advocates that a Christian worldview is what provides the platform for the integration of faith and learning in higher education.

Beginning with John Harvard's will, which instructed that his library and a large portion of his assets be used to establish a university to train ministers, early American education was rooted in faith (Grigg, 2010; Patterson & Hatfield, 2001). Later, as Harvard University moved away from its Puritan Calvinistic beginnings, the Congregationalists established Yale as a safer alternative (Patterson & Hatfield, 2001; Thelin, 2013). As more schools were established, they were often tied to a religious denomination with which they made their identification and by which they were funded. In recent decades, consortiums for likeminded Christian schools have arisen. Once such organization began as the Christian College Consortium (CCC) and is now known as the Council for Christian Colleges and Universities (CCCU).

The CCC was established in 1971. Membership in the CCC was driven by an institution having sufficiency of funds, a commitment to the integration of faith and learning, name recognition of the president, and a location that assisted in establishing a regionally dispersed organization (Patterson & Hatfield, 2001). Over the next 25 years, the CCC expanded and grew to become the Council for Christian Colleges and Universities (CCCU) with a global mission for higher education. Today, the CCCU mission statement reads, "To advance the cause of Christ-centered higher education and

to help our institutions transform lives by faithfully relating scholarship and service to biblical truth” (CCCU website). According to the CCCU website, there are 181 world-wide associations and 121 member campuses in North America. Its membership includes schools from 29 Protestant denominations as well as some from the Catholic Church; 16 of these are located in California, including William Jessup University. A brief look at leadership theory and practice will further set the stage for the connection between higher education and business culture.

Overview of Leadership Theory and Practice

Good leadership guides positive impact at all levels of society. Bennis & Goldsmith (2010) argue that leadership can be learned by anyone from any walk of life and in the face of any given challenge. Determining a single definition of leadership has proven elusive. Northouse, however, defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 5). Over the past 100 years, the understanding and definitions of leadership have changed significantly. Most of that change has occurred in a relatively short period, specifically, within the past several decades. The overriding structure of these recent models is related to the total work of leadership, which is characterized as people caring for and nurturing those whom they serve (Bass & Riggio, 2006). Leadership development has moved from a strictly practitioner focus to well-thought-out theories and research. In fact, *The Leadership Quarterly*, a premier journal, has published over 800 leadership manuscripts in the past 25 years (Dionne et al., 2014). Furthermore, Dionne et al. (2014) found that leadership theories practiced in American businesses include 17 classic leadership categories. These categories contain both conceptual and empirical approaches.

Some of the predominant theories include Transformational Leadership, Servant Leadership, Authentic Leadership, and Transactional Leadership. The most researched theory among these categories is Transformational Leadership (Day, 2014). Northouse (2012) suggests the reasons for such popularity include the notion that Transformational Leadership fits societal expectations of leadership as leader-follower interactions based on an ethical framework. As leader and leadership training continues to thrive, higher education institutions are called upon to respond with methodologies that match society's expectations for such trained undergraduates (Carroll & Busholtz, 2015). Training students to have an understanding of when and how these theories apply, especially in a business context and in business organizations, is vital (Norhiah & Khurana, 2010).

Theories in Leadership

While historical records of great leaders go back to the pre-Christian era, leadership studies first began to find a place in research in the early 1900s (Bryman, Collinson, Grint, Jackson, Uhl-Bien, 2011). Leadership theory studies often began with what is known as Trait Theory, or the Great Man Theory. Trait Theory teaches that leaders are born with certain strengths that make for effective leadership. These traits are the characteristics leaders exhibit both morally and in their relationships with others (Dionne et al., 2014). By the 1930s, defining leadership as influence began to replace Trait Theory with its view of leadership as domination (Northouse, 2012). The 1940s saw the definition of leadership change to that of recognizing a leader as one who could move or direct a group to a desired future state through selected activities. Bryman et al. (2011) attribute the shift in leadership studies to the impact of the Great Depression and the spread of communism and fascism in that society was finished with charismatic personalities who drove decisions on self-interest. Since the 1950s, the movement in

leadership studies has developed to consider more personal theories that have to do with the behavior and relationship characteristics of the leader and follower (Bass & Riggio, 2006).

In 1977 House published his work focusing on what he identified as Charismatic Leadership. Working to expand on the original definition of charisma presented in Max Weber's work (1968), House sought to show both the characteristics of the charismatic leader as well as the behaviors charismatic leaders exhibit (Winkler, 2010). Charismatic characteristics include dominance, self-security, strong moral convictions, and a need to influence others. The behaviors those with these traits exhibit include role modeling and showing appreciation as a way to encourage followers towards task completion (House, 1977).

In addition, House believed the charismatic leader would rise to the surface, especially in crisis situations where the articulation of vision drives follower response (Winkler, 2010). Conger and Kanungo further expanded the definition of charisma, as House described it, by suggesting that it was based upon specific behaviors to which followers responded, thereby attributing charisma to leaders' activities, not their personas (Conger & Kanungo, 1987). This distinction overlaps with the concept of Transformational Leadership, in which the role of the follower is considered essential in the leader/follower interplay.

About the time House's work appeared in the 1970's, the work of Burns (1978) on Transformational Leadership began to take shape along with its counterpart, Transactional Leadership. Bass and Avolio (1993) defined these two approaches along a continuum referred to as full-range leadership theory. Within the theoretical applications of the 1980s and 1990s, there was a movement in leadership studies toward more clearly

defined, more people-centered and value-centered leadership theories (Copeland, 2014). Transformational Leadership is included in these theories and deserves attention because it has been the predominant leadership theory in literature since the 1980s (Northouse, 2012).

Transformational Leadership

James McGregor Burns (1978), with his groundbreaking work on Transactional and Transformational Leadership, proposed these theories as new and motivating approaches to the leader/follower dynamic. Burns contrasted the Transactional approach of reward and punishment for worker productivity with a more inspirational style called Transformative Leadership. This theory is based on the concept that both leaders and followers work together to achieve institutional mission (Bass & Riggio, 2006). Bass later defined this approach as Transformational Leadership.

Transformational Leadership is often defined by the impact of four leadership traits: Idealized Influence (charisma), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Bass, 1990; Northouse, 2012). Early on, however, as Bass & Riggio (2006) note, there was a tendency to combine the first two elements, thus providing the three categories of Charisma, Intellectual Stimulation, and Individual Consideration. Over time, the four elements have come to the forefront when defining Transformational Leadership. These four elements of Transformational Leadership are designed to work together from a common assumption of goodwill between leader and follower.

The first element, Idealized Influence (charisma), is the approach in which transformational leaders embrace the opportunity to be role models to followers. Naturally, the followers, in turn, admire, respect, and extend trust to such leaders (Bass &

Riggio, 2006, Northouse, 2012). It is a two-part connection that makes Idealized Influence possible. It is the leader's behaviors and the follower's attribution of these elements back to the leader. Bass and Riggio (2006) affirm that individuals with Idealized Influence are willing to take risks, a behavior that their followers respect. Bass and Riggio (2006) comment that these leaders are also ethical role models who act consistently as ethical and moral agents in their choices and actions, producing strong trust with their followers.

The second of the four traits, Inspirational Motivation, is the element in Transformational Leadership that moves followers to see what the future could be (Stone, Russell, & Patterson, 2004). This vision, in turn, inspires these same followers to want to meet the envisioned goals presented by the leader. Inspirational Motivation within Transformational Leadership "builds relationships with followers through interactive communication which in turn forms a cultural bond between the two participants and leads to a shifting of values by both parties toward common ground" (Stone, Russell, & Patterson, 2004, p. 352). The third element, Intellectual Stimulation, encourages followers to use innovation and creativity to break through old ways of seeing and acting. Intellectual Stimulation occurs through "questioning assumptions, reframing problems, and approaching old situations in a new way" (Bass & Riggio, 2006).

Finally, Individual Consideration, the fourth element in Transformational Leadership, gives special attention to each follower's gifts and abilities as they relate to the larger mission of the organization (Northouse, 2012). The leader accepts the follower's uniqueness and enlists it for the good of the mission. The transformational leader respects the follower as an individual and provides coaching, mentoring, and opportunities for personal growth (Bass & Riggio, 2006).

Two other theories impacting an understanding of Transformational Leadership are those presented by Bennis and Nanus (1985) and Kouzes and Posner (1987, 2002). Bennis and Nanus (1997) found that those who desire to change organizations rely on four predominant strategies: (a) establishing a clear vision with the desired future of the organization; (b) creating a shared form for understanding the meaning of the organization with clear direct communication; (c) creating trust by standing by the vision, no matter how difficult; and (d) demonstrating positive self-regard that followers can also apply in their followership. These traits were identified by interviewing 90 leaders and asking for their strengths and weaknesses (Northouse, 2012). Bennis and Nanus (1997) credit the basis of their work to Burns (1978) in their description of transformative leadership.

Kouzes and Posner interviewed thousands of leaders in business and collected data from one question: “What do you do as a leader when you are performing at your personal best?” Their study revealed five characteristics: (a) they model the way, with their own vision and values driving the process; (b) they inspire a shared vision that all employees can join in and experience together; (c) they challenge the process, which means to move outside the accepted and traditional processes; (d) they enable others to act, which focuses on building the needed trust for innovation and collaboration to occur; and (e) they encourage the heart, which includes sincere connections with and celebrations of employee success. Kouzes and Posner (2002) summarize the essence of their approach with the phrase “leadership is relationship between those who aspire to lead and those who choose to follow” (p. 20). Both Bennis and Nanus and Kouzes and Posner provide insight into the application of transformative leadership characteristics. The definition of Transformational Leadership has been refined since its inception.

Today, most scholars utilize the definition attributed to Bass (1985). Bass (1985) described the four foundations for transformational leadership that defines the theory as it is addressed in research today (Northouse, 2012). Transformational Leadership contains all the elements that make for effective business practices because it addresses both leader skills and follower motivation (Northouse, 2012).

Transformational Leadership, however, is not without criticism. Critics of Transformational Leadership have focused on the second element, Idealized Influence (Day, 2014). The problem is the potential for abuse of Idealized Influence from a narcissistic leader who would lead followers for the leader's own benefit. Often, consideration for the follower's good is missing completely (Bass & Steidlmeier, 1999). Researchers, including Burns himself, have reminded the research community of the value of a strong moral base among transformational leaders (Burns, 1978; Hay, 2015). Bass and Riggio (1993a, 2006) responded to initial criticism with clear lines for what is and what is not Transformational Leadership. The word "pseudo-transformational" was born as a way to describe the transformational leader who uses personal motivation (and influence) instead of social change as the framework for leading change (Bass & Riggio, 2006).

Another criticism, more specific to higher education, is the idea that the classroom cannot model Transformational Leadership because students are not employees, but rather paying customers (as cited in Pounder, 2014, p. 274). Pounder counters that this criticism has limited application since the idea of modeling Transformational Leadership involves an approach to leader/follower interactions in any setting and is not intended to replicate a business setting alone. Cheng (1994) and then Pounder (2008) make a strong case for rethinking the classroom as an organization. Transformational Leadership has

weathered the storms of its critics and has become more clearly defined. Its impact is found in industry and commerce, including with institutions of higher education.

Longman (2012) sees it as not only the “leading paradigm for leadership today. . . [but also a source of] significant implications for Christian higher education” (p. 29). In addition, Longman (2012) posits that Transformational Leadership fits well with the Christian commitment of valuing people, honoring individual giftedness, and seeking God’s will for university campuses and the world.

Authentic Leadership

Among those theories that have emerged in recent decades since the Transactional and Transformation models is that of Authentic Leadership. Authentic Leadership functions along the lines that the leader’s personal strengths are less significant than the collaborative, collective teamwork between the leader and the followers. Essentially, it calls for the shared responsibility of all stakeholders (Klenke, 2007). Klenke (2007) posits that most definitions of Authentic Leadership begin with a leader being herself, accepting herself, and staying true to her core convictions. Authentic Leadership includes the leader’s ability to behave authentically as a person before he or she attempts to lead others (Gardner, Avolio, & Walumbwa, 2005; Wang & Hsieh, 2013).

It is interesting that research shows a correlation between the leader’s need to lead from a personal place of authenticity and the follower’s need to perceive the leader truly to be a person of integrity, with real concern for others (Klenke, 2007). Recent studies have reinforced earlier ones advocating that multiple layers must be in place for Authentic Leadership to move with strong traction toward organizational health (Gill & Caza, 2015). These layers include self-awareness, transparency, balanced processing, and internalized moral perspective. Many models of leadership carry positive impact for those

who lead in commerce and in community. One such place of impact is the undergraduate business programs found at colleges and universities around the country.

Servant Leadership

A theory that shares the personal element of Authentic Leadership is Servant Leadership. Researchers consider Servant Leadership among the theories that highlight the relational side of leadership practice. Eicher-Catt (2005) reports 20,000 articles coming from business trade journals and the Greenleaf Center for Servant Leadership. Additional researchers such as Blanchard (2003) apply Servant Leadership in a Christian business context, while Wheeler (2012) addresses the application in a higher-education setting.

Servant Leadership focuses on the premise of leaders serving their followers. Robert Greenleaf popularized this approach in his 1970 essay, “The Servant as Leader.” Greenleaf admits he was greatly influenced by *Journey from the East*, the work of Herman Hess (Greenleaf & Spears, 2002) in which he formulated and developed how it is that a leader is first a servant. The tenets of Servant Leadership include the character and the conduct of the leader. Spears (2010) lists the 10 characteristics of Servant Leaders as listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, a commitment to the growth of people, and community. He adds that the list is not exhaustive. The Robert K. Greenleaf Center for Servant Leadership defines Servant Leadership as “a philosophy and set of practices that enriches the lives of individuals, builds better organizations, and ultimately creates a more just and caring world” (Center for Servant Leadership, 2015). The website continues, “This includes the well-being of the people and the communities served.” Servant Leadership focuses on the needs of the follower.

The traditional view of authority flowing from the top down is turned upside-down by the true servant leader. While Servant Leadership begins with a leader's own life, Greenleaf believed that organizations could model Servant Leadership as well. In "The Institute as Servant" (2004), which the Center for Servant Leadership notes as Greenleaf's second major essay, Greenleaf outlines the idea of an institution as a servant. The institutional credo includes the idea that "caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built" (Center for Servant Leadership, 2015).

Servant Leadership does have its critics. Some researchers point to Greenleaf himself as admitting the limitations to his own theory (Kim, Kim, & Choi, 2014). Kim, Kim, & Choi (2014) suggest that it is difficult to find real-life servant leaders as models. They suggest this idea should be viewed as an emerging leadership philosophy needing more empirical support. In a similar way, others have posited Servant Leadership as setting up "androcentric patriarchal norms" (Eicher-Catt, 2005). One researcher bluntly implies that while some like Servant Leadership, many followers do not find it effective (Northouse, 2012). The ideals of Servant Leadership have been embraced by such notable change-leaders as Peter Senge, Margaret Wheatley, and Ken Blanchard (Spears & Lawrence, 2004). The literature shows that no established branch of research to date has been successful in undermining the soundness of Servant Leadership.

Transactional Leadership

Transactional Leadership is tied to Burns (1978) and is still considered to be useful in certain settings. This theory, found on a continuum with Transformational Leadership, suggests that leaders view leading as a transaction. Burns (1978) states that the transactional leader is one who functions incrementally in that short-term progress

along incremented lines takes precedence over long-term goals and personal needs. The transaction consists of two basic elements: contingent rewards and management by exception (Bass, 1990; Basham, 2012). Contingent rewards include the bonuses and raises related to job performance, while management by exception means that the worker performs according to the demands of the job description and is addressed by management only if there are exceptions in the way an employee may need to be managed. Bass, the originator of Transformational Leadership, sees a place for Transactional Leadership in certain crisis situations (Bass & Riggio, 2006). Bass & Riggio suggest that Transformational, Transactional, and even Laissez-Faire Leadership, to some extent, have a useful place in management. Though not endorsing Transactional Leadership in most situations, Bass and Riggio acknowledge its value. In this same work Bass & Riggio (2006) postulate that Transactional Leadership does not produce long-term effectiveness with followers who may find themselves in a sustained crisis environment. Rather, there is an “augmentation relationship between Transactional and Transformation leadership” (Bass & Riggio, p. 10). As a result, Transformational Leadership augments Transactional Leadership in predicting effects on follower satisfaction and performance.

In summary, while Authentic Leadership, Servant Leadership, and even Transactional Leadership have a place in business today, Transformational Leadership has consistently held a stronger place in leadership studies where the purpose is to explore values-based theories.

The literature reveals that these leadership theories must be factored in when exploring the impact of higher-education business programs and their effectiveness in training undergraduates for service within their career fields (Brown & Posner, 2001).

Leader and leadership training is contextual and will find particular application according to the culture and vision of an organization (Day, 2000). Understanding the context for undergraduates' leadership development, including how they learn, is important to this research.

The literature suggests there is lack of research on how undergraduates learn leadership, regardless of which leadership theory or theories an organization chooses to embrace (Kolb, 1984; Popovic & Green, 2012). Learning theories and their practice does impact the classrooms of all higher-education institutions because these theories reflect how undergraduates learn leadership in America and abroad. In addition, research conducted over the past two decades has shown that leadership is learned by practice (Brown & Posner, 2001). What is less reported is the role that the classroom may play as a kind of laboratory in which leadership is practiced. The theories presented in this study include well-documented approaches as well as newcomers to the higher-education classroom. Experiential, inquiry-guided, project-based, and just-in-time teaching are addressed below. All of them are essential for undergraduate business programs and are commonly used by faculty in such programs.

Leadership and Learning Theories

Approaches to higher-education teaching and learning in the classroom are changing. Technological advancements and creative pedagogies have opened the door for innovations of many kinds. The new classroom constructs are seen in how instructors are trained and in how the faculty approach their students (Chung & McLarney, 2000; Kovach, 2014). Several theories have found application in educating the 21st-century student. Learning theories include the premise that people learn in ways unique to their relationships with others and to their experiences (Brown & Posner, 2001). So in essence,

no one theory provides the best learning model of every adult within a higher-education context. In recent years, several approaches have provided the foundation for how students learn. Before considering these approaches, however, it is necessary to understand two learning theories that function as foundational for effectiveness in the classroom, including those concerned with business courses (Merriam & Bierema, 2013).

Transformative Learning

Transformative Learning theory leans heavily on the concept that learning brings about a change in the thinking and processing of the student. The theory of Transformative Learning began with Mezirow in the late 1970s (Scheele, 2015). In essence, he proposed two kinds of learning: instrumental and communicative. Instrumental learning looks for connections between cause, effect, and task-oriented solving of problems, while communicative learning looks at the feelings and beliefs that shape one's perspective (Mezirow, 1991).

Mezirow (1997) argues, "In instrumental learning, the truth of an assertion may be established through empirical testing. But communicative learning involves understanding purposes, values, beliefs, and feelings and is less amenable to empirical tests" (p. 6). The application in education is for instructors to look for and plan into the course structure the four phases of Mezirow's theory on how one learns. This process consists of (a) helping students expand their existing point of view; (b) helping them develop a new point of view; (c) assisting them in transforming their point of view; and (d) providing mentoring that opens windows to personal biases that impact learning. In this approach to learning, the work of the instructor becomes more intricate and more demanding (Mezirow, 1997).

Andragogy

Another theory that serves as an umbrella term in much of higher education teaching and learning is the concept of andragogy. While the term did appear as early as 1926, it was Malcolm Knowles who developed it alongside the more common term pedagogy, which is used when considering early childhood training (Peterson & Ray, 2013). Knowles wrote 19 books and 225 articles that show his passion for understanding how adult learners process and grow as students (Henschke, 2008). In essence, andragogy looks at the unique ways adult education moves away from teacher-centered education to a learner-centered education (Bartle, 2008). The core set of principles in andragogy include what the learner needs to know, the learner's concept of self, the learner's prior experience, the learner's readiness to learn, the learner's orientation to learning, and the motivation of the learner (Knowles, Holton III & Swanson, 2015).

Andragogy has application in a variety of training settings and should be customized to the setting in which it is applied (Bartle, 2008). Taylor and Laros (2014) further add that andragogy is helpful in assessing Transformative theory since there is a close relationship between them (Mezirow, 1991). In higher-education classrooms, seeing the student as an adult learner supports the notion that many approaches to learning should be taken into consideration. While not exclusive, transformative learning and andragogy provide insights for understanding classroom approaches used with undergraduates, especially business undergraduates, where theory and practice drive workplace excellence (Day, 2000).

Undergraduate Learning Experiences

Business programs in higher education are expected to train future leaders for industry (Bhandarker, 2008). Researchers have noted that the skills needed in business

cannot be taught by a traditional classroom setup with lectures and tests (McDonald & Derby, 2015). Efforts to improve and expand upon business learning experiences are central to a quality higher-education process. For instance, the Higher Education Research Institute (HERI) reports that in the past 25 years higher-education teaching has shifted in an attempt to engage more students in the classroom. Approaches that are proving invaluable for a well-rounded university classroom experience include Experiential Learning (J. Liu & Olson, 2011), Inquiry-Guided Learning (Lee & Ash, 2010), Project-Based Learning (Wulf-Andersen, Mogensen, & Hjort-Madsen, 2013), and Just in Time Teaching (Novak, 2011).

Experiential Learning Theory

Kolb (1984) traces Experiential Learning Theory (ELT) back to Lewin's Action Research model, Dewey's cyclical model of developmental processes, and Piaget's stages of cognitive growth. Kolb believed all three learning theories could be combined to explain Experiential Learning in three ways: (a) learning is seen as a process, as opposed to being fixed and predictable; (b) learning is a continuous process connected to the experiences of the learner; and (c) learning is a tension-filled process where theory and practice provide a continuous interaction between the person and his or her setting (Kolb, 1984). In undergraduate business education, Experiential Learning, including utilizing technology, is essential for navigating the cultures and commerce of a global market (Charlebois & Giberson, 2010; Jefferies & Hyde, 2010). For instance, Anderson University, a Christian liberal-arts university located in Anderson, Indiana, successfully applied experiential learning in its business department with undergraduate students. Saunders (2015) reported students applied their skills directly through a student-managed university investment fund by attending meetings, visiting corporate locations, voting by

proxy, and crafting shareholder proposals. Similarly, Harvard University, with the work of Ronald Heifetz, has successfully utilized Adaptive Leadership theory in the classroom setting, modeling for students how the dynamics of experiential learning that support leadership can be learned in the classroom (Parks, 2005).

Inquiry-Guided Learning

Inquiry-Guided Learning (IGT) or Inquiry-Based Learning (IBL) has been noted to be an umbrella term (Spronken-Smith, Walker, Batchelor, O'Steen, & Angelo, 2011). IGT addresses the quality classroom experience that begins with the teacher asking questions, placing him or her in the position of a facilitator of self-directed learning. Researchers have localized several levels of application, or what may be called scaffolding, that correspond to student readiness (Hsu, Lai & Hsu, 2015). These levels include (a) faculty providing an issue or problem and a basic outline for addressing it, (b) guided inquiry where a teacher provides the questions but leaves the students to explore with their own interest and passion, and (c) open inquiry where students provide their own questions and explore toward a desired conclusion (Musawi, Asan, Abdelraheem, & Osman, 2012; Spronken-Smith & Walker, 2010). For instance, Lee & Ash (2010), working at North Carolina State University, trained faculty to use this process in general education courses focused at specific learning outcomes. Their results showed a marked change in faculty and student classroom practices in line with IGT learning, higher faculty evaluations, and increased levels of learning in line with Bloom's taxonomy.

Project-Based Learning

Project-Based Learning uses a real-life context while combining faculty-guided instruction and student project development. This approach takes the well-researched concept of utilizing Project-Based Learning to develop learner experiences. Again

traceable back to John Dewey, the learning framework stresses the tremendous value of shaping the students' educational depth by preparing them to deal with likely real-world problems. It revolves around helping students problem-solve while they are engaged in the learning process (Wulf-Andersen et al., 2013). In contrast, Kunberger (2013) posits that developing skills that assist a student in probing open-ended problems can be difficult in the classroom. Consequently, there must be focused effort by faculty to ensure the classroom environment is practical and relatable.

Project-Based Learning has many educational applications, and they can be included in undergraduate business programs. One application of this theory is that of forming Lecture Learning Groups (LLG) that work off of the lecture and, at the same time, build community and management skills needed in the real world (Cockburn-Wooten & Cockburn, 2011). These groups include the challenges, struggles, and negotiations underlying much of what makes for organizational teamwork. However, small-group work can cause performance-related anxiety as students relate to their peers. (Dijkstra, Kuyper, van der Werf, Buunk, & van der Zee, 2008).

Just in Time Teaching

Ernest Boyer first articulated the Scholarship of Teaching and Learning (SoTL) in 1990. His call is for a professoriate that moves beyond research to include the four areas of discovery, integration, application, and teaching (Boyer, 1992). Healey (2000) argues, however, that Boyer does not clearly define the implications of how this would take form in higher education. Since then, much research has been done surrounding the impact of the classroom on the learning experience of higher-education students. Included in the discussion of teaching is the idea of the flipped classroom, the blended classroom, and, for this study, Just-in-Time Teaching (JiTt).

Just-in-Time Teaching allows students to structure their out-of-classroom experience in order to maximize the in-class experience with the instructor. First explored in the late 1990s (Novak et al., 1999), students use this method to prepare for class by doing readings and grappling with complex questions before the class sessions. The answers to the questions are submitted to the instructor before the class, which allows the class discussion to focus on the learning goals of the student. JiTT allows the instructor to promote active learning and problem-solving techniques as a facilitator (Brame, n.d., Center for Teaching). JiTT is found within the teaching approach of what is called the Scholarship of Teaching and Learning (Novak, 1999).

Leadership theories play a significant role in training undergraduate business students, particularly with the expectation for higher education to develop the leaders of tomorrow. Furthermore, effectively taught leadership theory falls along both well-tested lines and newly innovated approaches to classroom learning (Brigham, 2011). The literature revealed that there are also particular ways in which faculty-mentors interact with students that impact their ability to grasp and apply the training given both in the classroom and on the job (Ghosh, 2013). For example, Ghosh (2013) found that encouraging reflection, role modeling, and counseling are valuable in the education of business students. Faculty do influence their students by the ways they approach the learning theories and educational outcomes in the classroom. One such outcome is the development of leaders.

Leadership Skills Development

By definition, a leader leads in that he or she brings about change (Anderson & Ackerman, 2011). In the education of future leaders, the goal must include the question of how leaders learn to lead (Brown & Posner, 2001; Burgette, 2007). Brown and Posner

argue that leaders learn primarily by watching and practicing leadership in their given context. While there is an “inside out” component (character development), they learn as much from an outside-in application, with mentoring and modeling (Brown & Posner 2001; Parks, 2005). Brown and Posner conclude that leadership development programs should touch deeply on forming the leader “at the personal and emotional level, triggering critical self-reflection, and provide support for meaning making including creating learning and leadership mindsets” (2001, p. 279).

Burgette (2007), in his research on Transformational Leadership and the moral development of college students, sees what Brown & Posner posit as touching the personal and emotional levels of undergraduates occurring naturally within the higher education context, though the moral development of students for effective leadership varies according to their intended vocation. Conversely, Burgette did not report a necessary connection between interior character formation and exterior leadership skills, especially in relation to business students’ moral and practical application of leadership. Burgette (2007) found that business undergraduates tended to lean toward Transactional Leadership methods. Parks (2005), however, argues that Adaptive Leadership modeling in the classroom as practiced by Heifetz at Harvard does confront the transactional theory by using the case-in-point method developed by Heifetz. This approach uses the in-class cases of actual students to experientially engage students’ leadership skill development. The overwhelming success of this method drives the premise that leadership can be taught and should be modeled in the classroom (Parks, 2005). More research is called for on the classroom implications of modeling various leadership theories with undergraduate students (Bass & Riggio. 2006; Pounder, 2014). One way to further the

discussion is to explore the role that faculty play as classroom mentors in forming leadership readiness.

Faculty Mentoring

Leadership development with undergraduates is often tied to the mentoring process. This learning can occur inside and outside of the classroom. Johnson (2006), in his study of best practices for faculty mentoring, defines higher education faculty mentoring as “a personal and reciprocal relationship in which a more experienced (usually older) faculty member acts as a guide, role model, teacher, and sponsor of a less experienced (usually younger) student . . . ” (p. 20). One key point taken from Johnson’s review of mentoring is that mentors serve as marketplace-models to those they teach. This modeling includes showing the way in the application of skills, exhibiting behavior befitting professionals, and working through complex tasks. Others have acknowledged the power and empowerment issues in faculty-student relationships (Fletcher & Mullen, 2012). Because of faculty position and experience, there is power that must be managed and leveraged for the good. In their recent work, Moffett and Tejada (2014) found that the mentoring process is best done in transformational settings by “social interaction and clear communication” (p. 10).

In higher education, the faculty-mentor plays a significant influential role that can be leveraged for the good in the instructor’s interaction with students. Mentors provide “inspiration for the long haul” (Parks, 2011, p. 165). However, in a study of 181 college students, when asked about significant mentors in their lives, only 3 percent chose a teacher or professor as having noteworthy mentoring impact (Fruith, 2015). The Higher Education Research Institute (2013) reported that the least common interaction between faculty advisors and students related to taking action to help students with

personal problems (24 percent of female instructors and 2.9 percent of male instructors). Furthermore, recent studies have shown less than significant impact of faculty on moral development of students (Thompson & Epstein, 2013). These results would seem to support the response from students regarding whom they see as their most trusted mentors.

Internships

Internships provide students an opportunity to practice what they are learning in the classroom. On-the-job experiences give students meaning and application to theoretical teaching (Di You, 2014) as well as academic credit for intentional learning (Sweitzer & King, 2013). While most researchers would concede the value of internships, some have questioned their effectiveness due to factors within the student, such as the location of the internship, the compensation received, and the desirability of the internship (Odio, Sagas, & Kerwin, 2014). With business internships, researchers are finding great value when the intern is viewed by the employer as one looking to acquire skills, rather than weighing the intern based on potential lack of existing skills (Beenen & Rousseau, 2010). Beenen and Rousseau do acknowledge that internships should be tailored to the skill development needs of the intern. The intern must be both a leader and a learner.

Batra, Scudder & Piper (2014), after making a study of business schools, argue that in higher education, internships have three points of connection: the organization, the student, and the college or university. Within this triad, the educational institution has the least amount of power yet has significant liability and must protect itself and its interns from discrimination, harassment, and abuse of any kind (Batra, Scudder, & Piper, 2014).

It appears that while internships can be helpful, there is a potential liability with leadership internships that must be acknowledged.

Business Skills and Faculty Leadership Development

Most faculty would consider their decision to enter higher education a calling, a sense of mission and purpose for themselves (Chickering, Dalton, & Stamm, 2005), but they also value the academy as a place of idealism (Palmer, 2014). Specifically, faculty have a unique opportunity to influence students. Astin & Astin (2000), in their work with the Kellogg Foundation and higher education influence, show the classroom as an excellent setting for forming the leadership qualities of authenticity, empathy, self-knowledge, and disagreement with respect in students (Astin & Astin, 2000). Faculty in Christian higher education must also embrace the impact the classroom can have on the undergraduate student (Dockery, 2008).

Christian Higher Education Faculty

When the Academy is described as a place for leadership development, one is fundamentally speaking of the faculty and their facilitation of classroom learning. Faculty become service providers to students as stakeholders (Chung & McLarney, 2000). Higher-education learning goals are only as good as the faculty who implement them. For some students, the model of a more hierarchical leadership may meet their expectations, whereas others will be left wanting from a single-system model (Smith, 2009). While faculty training and integration of new models into classrooms have been a continuous challenge in Christian higher education (Ringenberg 2006), the elements of Transformational Leadership theory as a whole are effective when applied in student leadership contexts (Bolkan & Goodboy, 2011b; Harrison, 2013; Pounder, 2008a). Moreover, it is argued that intentional modeling of values in Christian higher education

assists in preparing leaders who meet the business community's desire for ethically trained leaders (McMahon, 2014).

Christian universities produce leaders for church and society. In addition, the university's customers expect a moral and ethical framework to guide this training (Langer, Hall, & McMartin, 2010). Christian universities are often established and financed by denominations seeking to further their brand of faith-expression and leadership development. While training leaders for service in the church and society, they have the model of Jesus as their example. Jesus claimed that if a follower wants to be the greatest of all, he must be the servant of all (Matt. 20:26, NIV). The concept of educating from the position of a Christian worldview implies a commitment to the teachings of Christ in both word and deed. The role the faculty play is exemplifying the character of Christ is significant and pivotal in Christian higher education (Glanzer & Ream, 2009). According to Sholes' (2010) study on Christian college student character development, Transformational Leadership best assists "the serving by leading model," but how this model works itself out beyond the traditional ministry departments of Christian education into the liberal-arts degrees and professional studies is yet to be examined.

Christian Higher Education Learning

Christian universities and colleges apply leadership theory to an ever-widening higher-education curricula. The Higher Education Research Institute (2013-2014) findings for faculty show that the college classroom is creating a more collaborative place for student learning. Researchers' findings identify Transformational Leadership as a potential model for higher-education classrooms (Bolkan & Goodboy, 2009, 2011; Pounder, 2014a; Lyons, 1995; Pounder, 2014; Pounder, 2008). According to the Higher Education Research Institute's College Senior Survey (2013-2014), a strong majority of

the graduating seniors in their sample (88.9 percent) were satisfied with the amount of contact they had with faculty, and nearly as many (79 percent) indicated they were satisfied with their ability to find a faculty or staff mentor. These results demonstrate how students understand faculty involvement, not just in directing students' academic learning, but also in providing emotional support and encouragement via mentoring. Darroux (2013) argues Christian higher education in America must engage the ideological and philosophical changes that impact and influence society as a whole.

Unfortunately, higher-education institutions are not necessarily preparing the way for this kind of classroom experience (Astin & Astin, 2000b; Peters, 2014). It is argued that university professors have competing professional responsibilities that hinder them from having the time to employ classroom methods leading toward leadership outcomes (Brewer & Burgess, 2005). However, when faculty frame their teaching influence simply around finding good techniques in the classroom, they may be missing deeper opportunities—that is, the chance to explore how students learn and what they need from the collegiate experience (Palmer, 2015). Research suggests that university classrooms should include faculty modeling of Transformational Leadership (Pounder, 2008, 2014; Bolkan & Goodboy, 2011a). Pounder (2008), for example, found that Transformational Leadership modeling in business-school classrooms increased student motivation and academic achievement. Such leadership modeling in Christian higher education has not been researched. If such training is to occur, it will depend on the training of faculty, and the training of faculty will depend upon upper management and leadership. College presidents must lead the way if the environment in Christian higher education is to cultivate the best of Transformational Leadership (Webb, 2009). In addition, faculty are key in producing the needed impact in curriculum development and modeling at the

student level (Astin & Astin, 2000a). Finally, training for faculty should include mentoring and shared leadership experiences (Bolster, 2011; Tangenberg, 2013).

The academy is the academy, no matter the particular education specialty. Whether the model is Christian or one from secular society should make no difference when one examines the quality and relevance of leadership training in higher education. Christian education works from a Christian worldview with its distinctives in the Christian tradition (Malphurs, 2013). This worldview fits well within the Transformational Leadership model (Bass & Riggio, 2006). To date no studies have addressed Christian university classrooms and the business student's experience of Transformational Leadership.

Christian University Stakeholders

With the additions of majors and the expansion of the Christian liberal-arts emphasis for many schools, the customer base for Christian higher education is broader and more diverse than ever before. In the past, it was accepted and expected that Christian universities would focus on Christian vocations and that the Christian university would be a place where students were protected from the influence of the liberal arts (Holmes, 1987). Some suggest that with the expansion of the liberal-arts emphasis, gaining an understanding of the effectiveness of these programs for Christian college undergraduates may be measured by graduates' employability (Focht, 2010). Focht further posits that while there may be merit in the approach, gathering and codifying employment data across liberal-arts disciplines could prove to be elusive. Possibly measuring a single discipline, like business graduates, against their own counterparts may produce fruitful results (Focht, 2010). This research study will

specifically explore the impact of leadership modeling on business students attending William Jessup University.

Experiential Learning and William Jessup University

On a weekly basis, over 200 business students attend classes at William Jessup University. These students represent the largest major and a significant portion of the overall student population. They spend dozens of hours observing the business program faculty and interacting with them. As research has noted, the leadership-centered experience of students at universities must be integrated into the classroom (Jenkins, 2012; Owens, 2015). Such opportunities are available through the use of lectures, small-group interaction, case studies, mentoring, and personal interactions. While these interactions between faculty and students have been measured and explored, there is a significant gap in the research in describing student lived experiences in Christian organizations.

To date, a number of studies have explored Experiential Learning, which is designed to impact student leadership development on campus. First, researchers have examined the co-curricular environment (outside the classroom), which provides students with many leadership opportunities (et., 2000; Bolster, 2011). The co-curricular is well-researched and has gained good focus in recent years (Azdell, 2010; Bird, Ji, & Boyatt, 2004; DiPaolo, 2004; Frey, 2011). These service clubs, student government positions, and off-campus activities provide students with a wide exposure to leadership training and mentoring (Kouzes & Posner, 2007). Second, researchers have explored the impact of faculty leadership from the communications theory framework, measuring professors' verbal and nonverbal connections with their students (Harrison, 2013; Hoehl, 2008). These studies are particularly interested in the way communication between faculty and

students impacts learning. Communications studies, in particular, have identified immediacy, or “behaviors that enhance the relational closeness between the teacher and students,” as contributing significantly to positive student outcomes (Hoehl, 2008. p. 118). Third, some researchers have explored the power of peer influence in student leadership development and have found peers play a significant role in student leadership development (Leidenfrost et al., 2014; Power, Miles, Peruzzi, & Voerman, 2011). Most studies, however, utilize quantitative research methodologies. Researchers have noted the lack of research using qualitative methodologies that seeks to understand the undergraduate classroom leadership experience (Astin & Astin, 2000; Pounder, 2008a). The lack of qualitative studies in undergraduate classrooms is especially true for those training for business careers within Christian higher education. An EBSCO information services search for “Christian undergraduate classroom leadership” and its variants produces no research books or articles.

Implications for William Jessup University Business Students

Harvard Business Review (2014) collected a dataset from over 300,000 business leaders and determined that, in any given level of leadership, 16 skills are essential for leader effectiveness. Such skills included personal and interpersonal skills, character and integrity, communication, and problem-solving skills. Other skills were directly related to planning procedures, such as technical and professional expertise, vision casting, and strategic planning (Zenger & Folkman, 2013). These skills must work together toward the product of a well-trained business professional. Solid leadership is a tripod among the leader, the followers, and the common goal they want to achieve (Jones, Christensen, Mackey, & Whetten, 2014). University professors modeling leadership practices prepare

students for success. These teachers/leaders do impact the student experience, and university classrooms are a prime setting for such transformation (Astin & Astin, 2000).

William Jessup business students are potential beneficiaries when Transformational Leadership is utilized in the classroom. Studies affirm that business leadership training must refocus on the integration of skills and character development (Caldwell & Jeane, 2007; Crossan et al., 2013). Much of what happens in college classrooms is based on the transfer of core knowledge from the professor to the students (Crossan, Gandz, & Seijts, 2012). Higher education has been given a sacred trust to do more than simply transfer knowledge (Langer et al., 2010). Faculty working with future business leaders can use their classrooms as an organizational microcosm where leadership is both taught through presentation of subject matter and modeled through directed experiences (Pounder, 2014). This is a shift in the way faculty view higher-education classrooms.

Integration of Faith and Learning with Business Students

Integration of faith and learning is at the heart of what makes for a Christian educational experience. Bringing together the elements of faith, along with the best of critical thinking training, is what drives the focus of these institutions (Joeckel & Chesnes, 2011). Chewing, Eby, & Roels (1991) identified several characteristics that measure the integration of faith and learning for business leaders: how one treats one's employees, how one stewards natural resources, and whether the product one produces leads to a better life for those who use it. McMahon (2014) added updated research on 28 business leaders and found six areas where the integration of faith and learning could be improved. These areas are a commitment to ethical conduct, a strong work ethic, a sense of service to the organization, a success that exceeds monetary gain, the recognition

of the importance of relationships, and the broader view of education that includes a plan for lifelong learning.

One of the institutional associations that oversees Christian higher education institutions and monitors their adherence to the mission of integration of faith and learning is the Council for Christian Colleges and Universities (CCCCU).

Joeckel & Chesnes (2011) found in their research that the word “purpose” is used to describe the distinction found in the colleges and universities within the CCCCU system. These schools are permeated with the call to purpose beyond themselves, to a moral order, reason, and law (Beers, 2008). In addition, some researchers consider the Christian liberal-arts experience to be the best in higher education as it provides mentoring, engaging relationships between faculty and students, and a place to expand one’s personal and professional understanding (Logan & Curry, 2015). One’s faith and one’s exploration of the liberal-arts emphasis work together. Parks (2000) further argues, “We all need a place or places of dependable connection . . .” (p. 89). Christian higher education provides this place. If the goal of collegiate business programs is to prepare graduates for real-world interaction, a relational values-based education is essential (Copeland, 2014).

Christian Business Students and Values

There is a societal expectation that business students are to be more than graduates when they leave their educational institutions; they are to be moral leaders. In essence, those who train students for business-related vocations must train them to compete and produce while maintaining their own sense of hope, efficacy, resiliency, and optimism (Luthans, Youssef, & Avolio, 2007). Students are expected to develop morally and ethically under the guidance of their educational institutions (Birtch & Chiang,

2014). Other researchers are finding that business students may be coming to the university “morally broken” and may even see virtuous individuals as blocks to material success (Giacalone & Promislo, 2013). While there is evidence to support the premise that higher education should prepare business students for ethical behavior, Christian colleges may have an advantage because of the values-based culture and moral expectations of their institutions (Chewning, Eby, & Roeld, 1990).

In addition, Christian college business students are expected to embrace a value system consistent with the institution’s religious beliefs, and these beliefs do positively influence their actions and their interior judgments (Cooper & Pullig, 2013; Sholes, 2010). Cooper and Pullig do admit, however, that one outlier in this general finding is that narcissistic tendencies can influence behavior, even within Christian education, and should be addressed in the classroom setting. Other researchers take it even further by specifically spelling out the need for competency, commitment, and character in well-rounded leadership development (Crossan et al., 2012). For these researchers, character strength alone is not enough. Even Bass and Steidlmeier, when addressing the value of true Transformational Leadership, suggest that it is more than a theoretical practice; it must include moral character, high values, and a collective application of these traits by leaders and followers (Bass & Steidlmeier, 1999). While values education is important and expected in Christian higher education, values must be combined with other skills for the most effective student outcomes (Copeland, 2014).

Transformational Leadership in the Classroom

Transformational Leadership theory and practice is taught in business programs throughout American colleges and universities. More importantly, Transformational Leadership modeling can and should happen within higher education classrooms (Astin

& Astin, 2000; Bolkan & Goodboy, 2011; Pounder, 2008b, 2008c). Researchers agree regarding its value, yet they face the challenge of how to measure it effectively in an educational setting.

Researchers in Transformational Leadership have identified several elements necessary for forming a transformational culture in the classroom. Bolkan & Goodboy (2011) made the observation that, while there have been studies to show a direct correlation between Transformational Leadership and student outcomes, there is little information that directly describes the real-time behaviors that follow a focused effort on Transformational Leadership in the classroom (2011). Consequently, Bolkan and Goodboy set out to test the behavioral indicators associated with Transformational Leadership concepts (charisma, individual consideration, intellectual stimulation) by exploring the classroom experience of 190 students attending a public university in Ghana. Students completed surveys to rate their transformational leadership experiences with their professors.

Their research presented the following results. According to the students, the top characteristics of the faculty in the area of charisma were expressions of enthusiasm, interest in students, humor, availability, and caring. On the topic of showing individual consideration, students responded that they valued availability, individual feedback, verbal immediacy, and allowing students to speak into the class structure. When it came to intellectual stimulation, employing an interactive teaching style, challenging students, allowing for independent thought, and using group participation were significant. Other researchers agree with the value of these practical steps for producing positive student outcomes (Harvey, Royal, & Stout, 2003; Hoehl, 2008; Lyons, 1995; Pounder, 2008a; Riggio, 2010). In a more recent study, Daniels and Goodboy (2014) found that in some

cross-cultural settings, Transformational Leadership in the classroom includes the way faculty use confirmation of students, especially when answering their questions. This information fits with Hoehl's (2008) research identifying confirmation (teacher immediacy) as worthy of consideration for positive educational outcomes. Similarly, Brown (2015) makes the same point regarding the essential role of teacher feedback. These findings are important, as Christian higher education tends to have smaller class sizes and, consequently, a more personal culture in which to apply transformational principles of leadership.

Classroom as Organization

Transformational Leadership has found a strong place in business organizations around the world. Until the 1990s, it was explored most often in business and organizational settings, but in 1999, a significant research article produced one of the first references for understanding the classroom within the framework of an organizational model (Chory & McCroskey, 1999). This approach opened the door for others to explore Transformational Leadership characteristics of the classroom and its influence on students, including effective Transformational Leadership practices (Bolkan & Goodboy, 2009; Lyons, 1995; Pounder, 2008; Daniels & Goodboy, 2014). If the college classroom setting includes the characteristics of an organization, which is defined as a leader and followers working toward the same goal, could the principles of organizational leadership not be effectively modeled within the teacher-student framework? As Pounder (2014) has posited, there are no sustained arguments against viewing the classroom as an organizational setting. While other researchers have agreed that the model of classroom as organization is worth exploring, Pounder (2014) has furthered the discussion by suggesting that while many have questioned the value of the teacher-student exchange in

higher education, there is value in exploring the role Transformational Leadership modeling plays in positive student outcomes (Pounder, 2014). The impact of Transformational Leadership in the classroom on student outcomes includes cognitive learning (knowledge and skill), affective learning (attitude toward subject matter and teacher) and state motivation (desire to apply academic knowledge through classroom activities), as well as contributing to the perception of teacher credibility (Bolkan and Goodboy, 2009).

What remains unexplored is the impact Transformational Leadership in the classroom may have on private, Christian organizations, such as the research site at William Jessup University. In addition, there is a lack of information on what students might perceive the faculty impact to be on their educational goals and, specifically, on their leadership formation. Researchers agree that more evaluative tools will assist in exploring Transformational Leadership (Bass & Riggio, 2006).

Instruments for Measuring Transformational Leadership Skills

Transformational Leadership is well-studied, although how it is applied in a given situation, including educational settings, needs more research. Researchers are calling for a tool that can be effectively tested within the classroom setting (Bolkan & Goodboy, 2011). Pounder (2014), one of a few researchers exploring the classroom as a place for Transformational Leadership modeling, believes a new instrument is needed. This instrument could focus on the higher-education classroom and have a significant impact on student outcomes and positive faculty perception. Others agree that Transformational Leadership will impact student participation and the instructor's credibility in a positive way (Bolkan & Goodboy, 2011a). The Transformational Leadership Inventory (TLI), the Multifactor Leadership Questionnaire (MLQ), and its short version (MLQX5) are often

used when measuring Transformational Leadership. Their reliability and validity are well-documented and have been found in literature reviews since the 1990s (Bass and Riggio, 2006). There is much research surrounding Transformational Leadership, but more specific data is needed to understand the process whereby transformational leaders become such leaders (Bass & Riggio, 2006). Tools that explore followers' perceptions can be helpful for understanding the process. One such tool is the Transformational Leadership Inventory.

Transformational Leadership Inventory

Developed in 1990 by Podsakoff and his colleagues, the Transformational Leadership Inventory (TLI) measures six Transformational Leadership characteristics (Kruger, Rowold, Borgmann, Staufenbiel, & Heinitz, 2011). The Transformational Leadership Inventory consists of 22 items on a Likert scale (strongly agree to strongly disagree), that examines six dimensions related to Transformational Leadership: articulating vision, providing the right model, working with group goals, performance expectations, individual support, and intellectual stimulation (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Castro (1999), however, presents doubts regarding the construct validity of the Transformational Leadership inventory. Primarily, the researcher's concerns are related to the fact that the TLI does not measure the full breadth of the 16 constructs identified with Transformational Leadership. Since that study, researchers are still choosing the TLI, believing the results generated from the inventory are valid (Shamir, Pillai, Bligh & Uhl-Bien, 2007). This inventory has not been designed for, or even primarily utilized in, an educational setting.

Multifactor Leadership Questionnaire. The Multifactor Leadership Questionnaire was designed by Bernard Bass as a way to measure Transformational Leadership. Also referred to as the MLQ, it is specifically designed for Transformational Leadership and has been used effectively in higher-education settings (Hansman, 2007). The MLQ is widely used in research and has seen many revisions in the process of becoming a finely tuned research instrument (Avolio & Yammarino, 2013).

The Multifactor Leadership Questionnaire is useful as it measures leadership characteristics. The information generated relates to the effect Transformational Leadership and Transactional Leadership have on the leader's ability to create satisfaction with his or her followers (Bass & Avolio, 1993b). Using a five-point Likert scale, participants answer 45 statements exploring specific leadership traits from the perspective of the follower. Criticism of the instrument includes the fact that it is a subjective instrument and there is no clear way to know the truthfulness of those reporting the information (Paunonen & O'Neill, 2010). However, Paunonen and O'Neill (2010) do see a complementary role for the MLQ when used with peer review and when looking for a balanced reporting of leadership effectiveness. What is missing from the TLI and the MLQ is a real-time working examination from the workplace perspective. A tool that may fill the gap, one that is being used across organizational lines, is the evaluative tool referred to as the 360 Feedback.

360 Feedback

The 360 Feedback, also known as multi-rater feedback or all-around feedback, is an instrument designed to be applied in the workplace to measure the full spectrum of leadership from the leader's boss, the leader's direct reports, and the follower's experience of the leader (Ward, 1997). First described by Peter Ward in 1987, the 360-

degree feedback concept works from the premise that followers (and others) judge from the perspective of what they perceive from the leader, not the leader's own intentions. Ward claims the tool has a number of uses, including "development, appraisal, team building, validation of training, organizational evaluation, and remuneration" (Ward, 1997, p. 4). Researchers have documented the value of the 360-degree feedback in education as a way of measuring student satisfaction with faculty and (Gaspar, Bierman, Kolari, Hise, & Smith, 2005) and for providing institutions with guidance for customizing faculty development (Maki, 2012).

The apparent gap in research is the connection between the classroom as an organization and the 360 feedback evaluation with faculty as a way to measure leadership experience among undergraduates. If undergraduate business students will eventually be measured by such a tool in the workplace, there seems to be a place for understanding Transformational Leadership as modeled by business faculty in the classroom. One such tool is the Transformational Leadership Skills Inventory, which measures such impact and is essentially a 360 feedback tool (Larick & White, 2012).

The Transformational Leadership Skills Inventory. The Transformational Leadership Skills Inventory (TLSi) measures the impact Transformational Leadership has on those they lead in the workplace. Research shows that transformational leaders achieve more organization outcomes (Avolio & Yammarino, 2013). Ironically, the TLSi is missing from research studies as a way to describe faculty impact on the business student experience. Larick and White (2012) collected 10 Transformational Leadership domains that provide a full model from which specific domains identify leadership effectiveness from the follower's perspective. While the inventory contains 10 domains, each domain within the study can independently describe a key area of

Transformational Leadership (Larick & White, 2012). The 10 domains are visionary leadership, communication, problem-solving and decision-making, personal and interpersonal skills, character and integrity, collaboration and sustained innovation, managing change, diversity, team development, and political intelligence.

Supporting the *Harvard Business Review* data on the most desirable traits for business leaders (Zenger & Folkman, 2013) and the American Management Association Critical Skills Survey (Critical Skills Survey, 2012) of top traits for managers, the researcher chose four domains from the Transformational Leadership Skills Inventory. These four provide a lens through which the lived experience of business students will be described. The four domains are communication, problem-solving and decision-making, personal and interpersonal skills, and character and integrity. *Harvard Business Review* ranked all four near the top of the 16 most needed skills for all levels of management. Interestingly, the Critical Skills Survey found the first three (communication, problem-solving & decision-making, personal & interpersonal skills), which were identified by 59 percent of respondents, to be best suited for development in the classroom since students are more open to new ideas than established workers (AMA website). Character and Integrity, while not skill sets per se, are modeled by those doing the teaching and have, therefore, important implications for the classroom (Astin & Astin, 2000).

Each element fits well in a classroom environment. Larick and White (2012) use the following definitions to describe the four domains used in this research.

Personal and Interpersonal Relationships. These leaders are approachable, likeable, and demonstrate high emotional intelligence in motivating others toward excellence (Larick & White 2012). The interaction of people with each other drives all of life and culture. Those who work in business know the value of understanding how to

work with teams in the workplace, yet researchers have noted that this is a primary area in which business students lack skills (Sigmar, Hynes, & Hill, 2012). Sigmar, Hynes, and Hill found a significant relationship between positive student outcomes and emotionally intelligent frameworks, including implications for higher-education leadership training. Much of the research in social and emotional dynamics, including personal communication, comes out of the work of Goleman (1998), especially as it relates to a worker's career advancement within an organization (Hackett & Hortman, 2008). Understanding how people relate and develop relationships is essential to successful organizations and profitable outcomes.

The importance of this skill in Transformational Leadership cannot be overstated. While many elements play into a person having strong connections with others, self-awareness is at the top of the list (Goleman, Boyatzis, & McKee, 2013). Goleman, Boyatzis, and McKee place this trait as essential in business settings especially. Furthermore, training university undergraduates in understanding themselves, including their emotions, is key to a well-rounded undergraduate's ability to succeed in the workplace (Goleman et al., 2013).

Other researchers have added that communication in the classroom models personal and interpersonal skills for undergraduates (Haber, 2011b; Hoehl, 2008). The undergraduate business program at William Jessup University reflects this skill in its program learning outcomes as "effectively collaborate within a team environment to produce superior deliverables" (WJU 2015-2016 catalog).

Communication. Communication in leadership is defined as that which effectively supports an environment where the exchange of ideas, solutions, and problems is discussed inside and outside the organization (Larick & White, 2012). The

ability to communicate effectively and with clarity is an essential skill for leaders (Avolio & Yammarino, 2013a; Bass & Riggio, 2006a; Williams, 2008). These skills include the ability to work as a team, to present ideas and proposals, to convince team members and complete goals, and to effectively work through conflict (Jones-Macziola & White, 2000; Dwyer, 2012). In a business context where written communication is central, some researchers found that the writing of memos in a professional manner increased effectiveness and success as a communication tool (Williams & Reid, 2010). The traditional undergraduate business program at William Jessup University reflects this skill in its student learning outcomes as “professionally communicate accurately, creatively, and analytically both orally and in writing” (WJU 2015-16 catalog).

Character and Integrity. This trait is found in leadership as fostering trust in the organization by creating an emotionally intelligent organization whose members know themselves and know how to deal respectfully with others and to understand them (Larick and White, 2012). One question that must be asked of anyone seeking to lead is, “Do they have the character to be a good leader and strive to be an even greater one?” (Crossan, et al., 2012; Johnson, 2014). Character is primarily seen by what people do; it is their actions that reveal their inner commitments. Researchers have identified the value of character in that character formation should have a place in course plans and curriculum in business education and education at large (Bennis, 2012; Fritz, 2015). Langer (2012) takes the character issue into a Christian higher-education setting by positing that character formation must not be limited in higher education to a body of knowledge alone, or even to skill sets. Rather, Langer suggests that educators must transmit to their students a compelling vision of what he calls the “flourishing life” (p. 358). Holmes (1987) makes the point more specifically to Christian higher education

when he suggests that a Christian college needs to include moral values such as character and integrity in its curriculum for the formation of a fully educated Christian. William Jessup's business students are exposed to moral development and expected to embrace moral behavior and attitudes in their undergraduate program and in the interfacing with their faculty members. Character formation is found in William Jessup University's traditional undergraduate business program's student learning outcomes as the intent to "integrate faith in Jesus Christ in the business environment as a highly competent, relevant, and ethical servant leader" (WJU 2015-2016 catalog).

Problem-Solving and Decision-Making. Leaders create an environment that enables everyone to contribute productively through understanding and appreciation of differences and focuses on the mission of the organization (Larick & White, 2012). The ability to apply critical thinking is essential for life and culture. Holmes (1987) states that breadth of understanding, openness to new ideas, intellectual honesty, and an imagination that frees people to explore beyond their judgments in forming new solutions is what makes for educated Christians. Levy and Sidhu (2013), reporting on the findings of the April 26-30, 2013 Gallup/Microsoft Partners in Learning/Pearson Foundation study, extends this point by stating that only 27 percent of college graduates utilize problem-solving in the work environment. Over 1,000 participants between the ages of 18-35 provided data used in the study. In the end, Levy & Sidhu (2013) concluded that schools could greatly advantage their graduates in long-term career success and satisfaction by incorporating these skills into the classroom curriculums through project-based learning. William Jessup University's traditional undergraduate business program embeds this educational outcome in its university student learning outcomes as the ability to "deploy critical thinking skills to properly

analysis business opportunities, utilizing content specific knowledge, to make and implement successful business decisions” (WJU catalog 2015-2016).

Impact of the Transformational Leadership Skills Inventory

The Transformational Leadership Skills Inventory domains of communication, problem-solving & decision-making, personal & interpersonal skills, and character & integrity match well with the educational outcomes of Christian higher education. Christian education provides an atmosphere that is relational because of the religious culture, responsive because of class size, and purposeful because of the clear mission (Beers, 2008). The clear connection between Transformational Leadership theory and Judeo-Christian belief is noted by researchers (Bass & Steidlmeier, 1999). In addition, Christian liberal-arts schools may provide the best of educational practices in mentoring the whole person, encouraging teacher-student relationships, and providing a safe environment for exploring calling and vocation (Logan & Curry, 2015). The intersection of classroom Transformational Leadership modeling and moral training serves as a valuable place for exploring the lived experiences of business students attending William Jessup University.

Transformational Leadership in Undergraduate Business Programs

While numerous studies have explored the co-curricular learning environment on university campuses (Azdell, 2010; Bird et al., 2004; DiPaolo, 2004; Frey, 2011), little research has been done on the impact that the classroom has on undergraduate leadership development. Scholars are calling for the classroom to become a place for modeling organizational leadership (Bolkan & Goodboy, 2011a; Pounder, 2014; Pounder, 2008a). This holds especially true for business undergraduates who anticipate leading in industry and commerce (Balwant, Birdi, & Stephan, 2014). Not only are the skills for business

success, such as problem-solving and decision-making, important, but also the formation of the soft traits of character and integrity, professional communication, and personal and interpersonal skills (Zenger & Folkman, 2013; Karim et al., 2012).

Parks (2005) for instance, gives a candid review of the classroom and its power to transform the character of the student in her work *Can Leadership be Taught*. She explores the case-in-point teaching method pioneered by Ron Heifetz and his colleagues at the John F. Kennedy School of Government at Harvard University. In this approach, Parks (2005) posits that all educational experiences impact the student at levels beyond what is explicit in the subject matter. Teachers are modeling and students are absorbing how the teacher handles conflict or how the teacher exercises authority in general. This part of the classroom process “becomes as significant as the explicit conversation” (p. 233). Christian higher education often stresses the relational elements of leadership development with its students, and faculty model such personal values often in the classroom setting (Mckenna, 2012). Furthermore, Transformational Leadership involves a close relational element in the leader/follower dynamic.

Transformational Leadership has taken a predominant place in leadership studies in recent decades. Scholars have proposed a more focused exploration of how Transformational Leadership affects undergraduates (Balwant, Birdi, & Stephan, 2014). Furthermore, finding the right tool to measure the impact of Transformational Leadership on undergraduates has been the topic of many discussions for those who are exploring Transformation Leadership in higher education (Bass & Riggio, 2006; Pounder, 2008b). Other researchers, while sympathetic to the need to measure such impact, have proposed that new models should be engaged in academic settings (Pounder, 2008b). Consequently, measuring transformational leadership is at the center of current research.

Transformational Leadership in Christian Undergraduate Programs

The following conclusions can be drawn from the literature review. Education in America is under the microscope in terms of exploring educational delivery systems, adapting to 21st-century mandates, including technology, and meeting the marketplace demand for higher education to produce exceptionally employable graduates for the workplace (Baker & Wiseman, 2008; Blumenstyk, 2014; Zimmerman-Oster & Burkhard, 2000). Private education holds a unique place in the overall field of education as it engages an academic culture with smaller class sizes conducive to good faculty-student interaction (Benton & Pallett, 2013). Such interaction contributes to the modeling and mentoring that fuels an undergraduate who is not only informed and challenged but also molded and formed by Transformational Leadership (Astin & Astin, 2000; Pounder, 2008b).

While various leadership models have been presented in this study, Transformational Leadership is one model that works well within a value-based leader-follower relationship such as one finds in Christian education (Bass & Riggio, 2006). Similarly, Christian undergraduate programs also have a strong moral foundation upon which they base their students' outcomes (Holmes, 1987). Consequently, there is a natural connection between the organizational structure of Transformational Leadership and the pedagogical methods often found in Christian education. The following similarities emerge from the literature review in reference to Transformational Leadership and Christian education.

First, Transformational Leadership presents a larger mission toward which the leader and the follower work in unison with their gifts and abilities (Avolio & Bass,

1998; Bass & Riggio, 2006b; Pounder, 2008f; Pounder, 2014; Bolkan & Goodboy, 2009). Likewise, Christian undergraduate programs have the larger Christian worldview that drives the mission toward which faculty and students pursue their goals (Dockery, Thornbury, & Colson, 2002; Holmes, 1987; Patterson & Hatfield, 2001; Beers, 2008b). Next, transformational leaders bring out the strengths of their followers, not through manipulation but rather with the best interests of the follower in mind (Bass & Riggio, 2006). Christian undergraduate programs work under the mandate that within each student is a gift and calling unique to that person, yet essential for the larger mission, which is the formation of Christian character and conduct (Eph. 4:11ff.). Finally, transformational leaders inspire followers toward ideals and creativity, both intellectually and personally (Bass & Avolio, 1993b). Similarly, Christian undergraduate programs model critical-thinking skills and creativity that values the students and their development (Holmes, 1987). Consequently, these mutual connections make a clear case for studying Transformational Leadership within a Christian undergraduate context (Bass & Steidlmeier, 1999). The application of Transformational Leadership to another variable, that of undergraduate business programs, also proved fruitful in the literature review.

Transformational Leadership in Christian Undergraduate Business Programs

The literature revealed there is a distinct connection between Transformational Leadership and undergraduate business programs' practices with real-time application in the workplace (Pounder, 2014; Bolkan & Goodboy, 2009b). Transformational Leadership is one of the three most popular values-based leadership theories, the other two being Authentic Leadership Theory and Ethical Leadership Theory (Copeland, 2014). This fact alone, as revealed in Copeland's review of literature, is a strong enough case for its

application within a Christian business program. Bass and Riggio (2006) hint at the unique connection between Christian education and Transformational Leadership. Pounder (2008) confirms Transformational Leadership in undergraduate business classes as essential and natural, calling for more study regarding this phenomenon.

In order to most effectively connect Transformational Leadership and Christian undergraduate programs, certain learning theories must be applied in a consistent manner within the culture of the Christian undergraduate experience. These theories predominantly involve the interaction of students with their professors and students with their peers. The theories revealed in the literature review include Experiential Learning, Inquiry-Guided Learning, Project-Based Learning, and Just in Time Teaching. Researchers have conducted studies using traditional learning theories in Christian university settings (Hoehl, 2008; Harrison, 2013; Bommarito, 2012). Christian undergraduate institutions tend to have smaller class sizes and are, consequently, more easily adjusted to faculty-to-student and student-to-student interaction, which is essential to the effective application of these theories (Beers, 2008).

Learning Theories in Christian Undergraduate Business Programs

Business students in Christian undergraduate programs benefit from the practice of Experiential Learning, Inquiry-Guided Learning, Project-Based Learning, and Just in Time Teaching. It is often in business programs where the various elements of these theories, like team-building, group projects, and problem-solving, find direct connection with the workplace environment (Hodge & Lear, 2011). A search of literature on Christian undergraduate business programs revealed scant research in the specific context of Christian university business classrooms in American higher education.

While researchers have called for the classroom to be approached as an organization, very little has been explored about using an industry tool as a model for teaching undergraduates the hands-on value of Transformational Leadership (Chory & McCroskey, 1999). Critics claim the classroom is not comparable to industry culture and that Transformational Leadership is open to abusive actions by its leaders (Hay, 2015), though this critique is not supported by even a minority of researchers. To date, no research has been uncovered that explores Transformational Leadership and Christian higher-education business classrooms from the student's perspective. This study will add to the body of literature regarding Transformational Leadership modeling in higher education, and specifically within Christian higher education business programs.

A thorough search of all issues in the ten-year history of *Christian Business Academy Review* (CBAR), the premier journal for Christian business programs for colleges and universities, yielded no articles that specifically address Transformational Leadership and the classroom (CBAR, 2015). Saunders (2015), the outgoing editor, called for more “empirical studies that evaluate creative teaching methods and assessment techniques . . .” (p. 10). This opinion would seem to open the door to explore leadership in the classroom as well.

Summary

The literature review revealed that leadership programs in higher education are in the process of integrating new approaches to learning beyond traditional pedagogies of lectures, assigned readings, and written assignment. The result is the need for more integration in the application of leadership modeling in the classroom. Specifically, researchers are noting a disruptive shift pointing toward more innovative classroom dynamics (Roberts & Friedman, 2013). Pounder (2008) takes the notion even further by

calling the classroom a place where full-range leadership modeling is possible and desirable. This full-range model includes Transformational and Transactional Leadership on a continuum (Bass & Riggio, 2006). Full-range leadership training is meant to provide all the variables that come into play in professional organizations with which a graduate may find himself or herself confronted after leaving the university. While basic leadership training may be met with Transactional Leadership principles, Transformational Leadership addresses the higher issues associated with moral reasoning (Burgette, 2007). The classroom is an ideal location for exploring these higher needs and for integrating leadership modeling and learning.

This literature review is intended to provide the conceptual framework for an ethnographic exploration of transformational leadership and its application in the classrooms of Christian undergraduate business students. While many researchers have acknowledged the value of Transformational Leadership as pivotal in business practice, few have attempted to measure its impact from the student's perspective. The classroom can be viewed as having the culture of an organization; therefore, exploring student perception as stakeholders in the organization is valid and key to positive educational outcomes (Bolkan & Goodboy, 2011a). Faculty engagement with the students as Transformational Leaders not only increases positive educational outcomes, but also models and empowers business students for change-agent impact in the workplace (J. S. Pounder, 2008b). To date, no studies have explored the topic from the perspective of the students from the 117 colleges and universities that make up the Christian institutions of the Council for Christian Colleges and Universities (CCCCU, 2015). This study will set the foundation for exploring Transformational Leadership as experienced by students in a Christian business program.

In conclusion, this literature review explores the history of research with key variables found in higher education and leadership modeling in the classroom. Chapter III outlines the strategic approach to maximizing information-rich data related to the purpose statement and research questions. Chapter IV will then present the qualitative data related to the research questions. Finally, Chapter V provides the researcher's conclusions and implications for future study.

Synthesis Matrix Purpose

The Synthesis Matrix is a tool used to catalog key themes, reoccurring concepts, and opposing data across scholarly sources (Roberts, 2010). The synthesis matrices crafted for this study include all key variables found in the purpose statement and expanded upon in the research questions. The matrix is located in Appendix D.

CHAPTER III: METHODOLOGY

Overview

Chapter III explains the research methodology and design guiding the research process. The theoretical framework for the research was the theory of Transformational Leadership as expressed by questions taken from the Transformational Skill Inventory designed by Larick and White (2012). Beginning with the purpose statement and the research questions found in Chapter One, the researcher includes a full description of the data-collection process. The process involved gathering information-rich data from interviews, observations, and artifacts. Furthermore, this chapter explains the selection process and the details of the interviews, including question selection. In addition, the background of the researcher is described to provide the personal lens through which this study was conceptualized. In the final section, methodological assumptions and limitations are discussed, as well as ethical procedures taken for the protection of human subjects. The last paragraph is a summary of the material presented.

Purpose Statement

The purpose of this ethnographic study was to explore how undergraduate upper-class business students at William Jessup University are influenced in the classroom by their business faculty in their development of Transformational Leadership skills. The TLSi (Larick & White, 2012) provided the lens through which data was coded and analyzed.

Research Questions

The following research questions were the basis of data collection interviews, artifacts, and observations.

Central Research Question

In what ways are undergraduate upper-class business students influenced in the classroom by their business faculty's transformational leadership skills?

Sub-Questions

1. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's personal and interpersonal skills?

2. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's communication skills?

3. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's character and integrity?

4. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's problem-solving and decision-making skills?

Research Design

In order to describe the depth of experiences, a qualitative study is the most appropriate option (Creswell, 2009; McMillan & Schumacher, 2006; Parry, Mumford, Bower, & Watts, 2014; Patton, 2002). Qualitative research provides various methodologies capable of exploring the researcher's purpose for this study. One such option is a phenomenological approach. Often written from the third-person perspective, this method has the possibility of yielding valuable findings. Phenomenological studies explore the culture of a given people (Patton, 2002). The challenge with this methodology is that there should be an obviously identified phenomenon worthy of exploration (Creswell, 2014). The business program at William Jessup University is 10

years old and no identified phenomenon worthy of research was apparent to the researcher or to the faculty chair overseeing the program.

Another option is an auto-ethnography. Often written in the first person, auto-ethnographies, an emerging approach, explore life from the perspective of the researcher (Patton, 2002). While this approach did provide a good potential framework for the researcher, the built-in bias of the researcher as an employee of the university and the desire to hear the voice of the students made this approach counterproductive to the research questions and problem statement.

A third approach is the case study. Creswell (2004) sees case studies as useful when the researcher is looking for an in-depth analysis of a case, program, event, activity, or process of one or more individuals. Again, this approach could have been useful to the researcher, though concern for the case study becoming a program evaluation caused the researcher to move away from this option. Beyond these options, the researcher determined that the ethnographic study best fit the research perimeters.

Having its beginning in the early 20th century, ethnography has progressed to include various methodological practices across a range of academic disciplines, including education (Reeves, Peller, Goldman, & Kitto, 2013). Ethnographic study was first developed for use in anthropology and sociology as a way to explore shared patterns of behavior, culture, and language in an identified group over a period of time (Creswell, 2014). The researcher chose the ethnographic approach as the most appropriate for several reasons. First, the intent of this research was to look at the culture in the business program at WJU. Ethnographic studies explore the nuances of a given culture. They give a detailed account of the patterns and meanings in a specified culture or social group (McMillan & Schumacher, 2006). Second, interpretive ethnographies are especially

helpful in education as they assist in telling a story (Willis, Valenti, & Freitas, 2010).

This study employed a framework that sought to tell the story of business students attending a Christian university. Third, the ethnographical orientation was selected because the undergraduate business students have a unique course of study leading to the expected practice of ethical leadership in a global market (Caldwell & Jeane, 2007). Researchers have noted the call for more qualitative studies when exploring transformational leadership within organizations (Bass & Riggio, 2006). In addition, many have noted that the cultural implications of Transformational Leadership are transferable to other contexts (Andenoro et al., 2013).

The researcher followed a research plan to ensure all essential components of the study were included. The initial stage was securing Institutional Review Board (IRB) approval for the researcher's doctoral study site, as well as for the site of the research. After securing both approvals, the researcher conducted a series of interviews, beginning with the focus groups. Focus-group interviews provided information from 13 participants. Following the focus-group interviews, the researcher chose six participants for one-on-one interviews. These were conducted within two weeks of the focus-group interviews. In addition to gathering data through student interviews, the researcher observed three business course classrooms. The classroom observations assisted the researcher in triangulating the qualitative data. Artifacts used included course syllabi and other items as determined by the business chair.

Time Frame for the Study

The researcher secured Institutional Research Board approval from Brandman University Institutional Research Board (BUIRB) in December 2015 (see Appendix E). After he received approval from Brandman University, he secured William Jessup

University IRB approval. He began the research in early January 2016 and concluded in late January 2016. The data-collection process, interviews, observations, and artifact collection occurred within this same timeframe, January 2016. The follow-up with interviewees regarding the accuracy of the transcripts occurred in January before the coding began. The coding process occurred as the interviews were concluding and were completed in early February 2016. The report findings and conclusions were completed in March 2016.

Site Selection

The site selection consisted of one university, William Jessup University, located in Northern California outside of the capital region near Sacramento. Established in 1939, William Jessup University (WJU) offers many undergraduate majors, including two undergraduate degrees in business. Only the business degree offered in the traditional undergraduate program was included in this research since adding the evening program would have compounded the study with additional variables of a predominantly adult education population in a degree-completion format. The researcher understands the culture and mindset of WJU and had access to the chair of the business department, to business courses, and to artifacts related to the research study. The undergraduates of WJU represent a small, limited selection of students studying in a faith-based environment within the Council for Christian Colleges and Universities (CCCU).

This site is representative of over 40 colleges and universities within the CCCU system with leadership development stated in its mission statement. The researcher had ready access to the participants for the ethnographic study. As Creswell (2009) observes, qualitative studies do not necessarily produce data with strong generalizability. This

study provided clarity by exploring student perceptions of leadership modeling by the business faculty at William Jessup University.

Population

Population is a group, whether individuals, objects, or events, utilized to form a specific perimeter from which one can generalize results (McMillan & Schumacher, 2006). The total population for this study included all Council for Christian Colleges and Universities (CCCCU) nationwide, which currently amounts to 117 schools and colleges. The total California member schools number 16, with 2 of these schools located in Northern California. The two Northern California schools enroll approximately 2600 undergraduate students and approximately 250 business students. William Jessup University (WJU) is a member of the Council for Christian Colleges and Universities. Among those specifically considered for this study were business students attending William Jessup University who expect to graduate in 2016 or 2017. This group represented a target population of 80 upper-division students. The traditional undergraduate business program's student body consists of males and females identified as either transfer or traditional four-year undergraduates. Those seeking a Bachelor of Science degree in Business Administration focus their study on management, marketing, non-profit management, and accounting. The average age of all students at the university is 24, with the business program students fitting the general demographic for the undergraduate program of 21 years of age.

The researcher had contacted the chair of the business department at WJU and explained the researcher's desire to interview the potential graduates of the program regarding their perceptions of transformational leadership modeling in the business department classrooms. The 40 potential graduates were solicited through in-person

presentations in several classes designated by the business department chair. In the classes the students were informed of the qualitative study and the implications for transformational leadership modeling according to the four domains of the Transformational Leadership Skills Inventory.

Sample

In qualitative research the sample must fairly represent the larger population from which it is drawn (Creswell, 2014). There is no predetermined sample size in qualitative studies. What is needed is enough participants to gather sufficient data that clearly represents the authentic voice of the participants (Klenke, 2008). Qualitative sampling does, however, tend to utilize small samples (Patton, 2002). Patten (2013) reported researching five articles and finding that the sample size ranged from 10-36 with an average of 13 for qualitative studies. For this qualitative study a fair sample had to represent the target population of upper-division students in the business program.

The researcher utilized purposive criterion sampling to generate 13 individuals who made up the research sample. Purposive criterion sampling is appropriate when there are multiple criteria that will guide the researcher in the selection of information-rich cases for the final grouping of participants (Palys, 2008). Four criteria were used for selection of participants in this study: (a) must be an upper-division business student, (b) attending William Jessup University for two or more years, (c) having taken three or more classes, and (d) no coursework with the researcher. Thirteen participants represented approximately 18 percent of the sample population and was a fair size considering the total population and the purpose of the interviews to gather appropriate data (Patton, 2002). The sample group was assessable since the researcher had access to data through the university's Office of Institutional Research.

In the last decade, Firmin & Gilson (2009) identified similar schools within the Council for Christian Colleges and Universities that mention leadership development in their mission statements. Consequently, this sample may provide generalizability to a broader population of students in all member schools, especially the roughly 30 percent of schools that list leadership development in their mission statements (see Table 3.)

Table 3

Generalizability Construct

Rank Construct	Percentage of CCCU Institutions using the Construct
1. Education	70%
2. Christian	68%
3. Service	61%
4. World	55%
5. Life	45%
6. Academic	44%
7. Christ	43%
8. Community	36%
9. Faith	31%
10. Leadership	30%
11. Prepare	29%
12. Provide	29%
13. Church	27%
14. Committed	26%
15. God	26%
16. Development	24%
17. Biblical	23%
18. Excellence	22%
19. Integrate	17%
20. Environment	15%
21. Christ-centered	12%
22. Character	12%
23. Truth	10%

Note. Taken from “Mission statement analysis of CCCU member institutions.” By M.W. Firmin and K.M. Gilson, 2009, *Christian Higher Education*, 9(1), p 65.

The researcher did have a bias in that he is a full-time instructor at William Jessup University. To address the bias, the researcher focused his study outside of the division in which he teaches. The researcher further screened business students so participants had not had a course with the researcher at any time. Moreover, the business students had minimal interaction with the researcher on campus.

Instrumentation

This qualitative study used the 10 domains of the Transformational Leadership Skills Inventory (TLSi). Larick and White (2012) developed the Transformational Leadership Skills Inventory to describe 10 characteristics that make for an effective transformational leader. Permission to use this copyrighted inventory was obtained by the author and is included in Appendix F. The four domains were chosen because they correspond to the top skill sets listed in the *Harvard Business Review* as needed for all levels of leadership in the business world (Folkman, 2014). This correspondence was particularly significant as this study focused on future business leaders. The TLSi, as a 360-degree evaluative tool, fit well with a study of business leaders because 360-degree tools are often included in business leader evaluations (Day, 2000). Understanding the application of the tool may assist business students with needed skill development for career success.

The TLSi has increased in popularity since its inception in 2012. A search of the ProQuest data base yielded 374 dissertations published in the last five years that focused on transformational leadership skills (ProQuest, 2015). Among these dissertations, five research studies were found that specifically utilized the Transformational Leadership Skills Inventory as a basis for the research (Ezaki, 2015; Harris, 2015; Wells, 2014; Williams, 2014; Flores, 2015). These five dissertations represent research in elementary and secondary education, in higher education, and in religious studies. No studies were found that used the TLSi with undergraduate business students.

The researcher applied TLSi domains through standard open-ended questions in one-on-one interviews as well as in focus group interviews. Standard open-ended interview questions used the same wording and order of questions for each participant (Patton,

2002). All interviews occurred face-to-face as that provided a rich source of personal communication and connectedness. The questions had their basis in 4 of the 10 domains of the TLSi.

The researcher did not find in the literature review an existing instrument specifically designed for exploring perceptions of transformational leaders modeling specific behaviors in Christian higher-education classrooms. There are, however, tools used in the business field for measuring a leader's transformational impact with his or her followers, such as the Multifactor Leadership Questionnaire designed by Bernard M. Bass and Bruce J. Avolio (Bass & Avolio, 1993b). However, as Pounder (2014) has clearly stated, there is room for more development of instrumentation exploring transformational leadership in classrooms. The researcher chose to use the Transformational Leadership Skills Inventory as a theoretical basis for the present study as the TLSi is used for a 360-degree evaluation of those who lead in organizations, including business leaders.

Validity and Reliability

Validity can be defined as the relevance and appropriateness of data to one's research question(s), and reliability is the trustworthiness or dependability of the data (Pierce, 2008). When researchers use multiple points of reference to cross-check data, they guard against bias and incomplete research results.

Validity

Qualitative researchers understand validity as the dependability of the participants to supply information-rich interviews and for the researcher to apply sound data analysis to provide readers with accurate and useful research results (Patton, 2002). Validity is assured by following various validity strategies that align with the nature of the study

(Creswell, 2014). Several protocols were applied to this study to ensure the relevance and appropriateness of the results.

First, the researcher used a panel of research experts to provide feedback on the questions used for the data collection, both for the group and for individual interviews. The perspective of an outside expert can assist in determining the “quality of the data collected and analysis” (Patton, 2002, p. 562). The researcher chose experts from the local community using the criteria of an earned doctoral degree and proven expertise in qualitative research.

The panel members were used on three specific occasions. First, a panel member sat in with the researcher as a silent observer while the researcher field tested the research questions with two students on separate occasions. After each interview, the panel member gave feedback regarding the interviewer’s approach with the interviewee. Suggestions were incorporated into the actual interviews. Suggestions included slowing down the interview process so as to not lead the interviewee, and to allow for silence as the interviewee took time to process the question. This expert oversight provided validation of how the researcher was doing in the interviewing process and gave critical feedback, thereby encouraging “mutual meaning between researcher and the participants” during the actual data collection (McMillan & Schumacher, 2010, p. 330).

Next the panel members reviewed the questions independently and gave feedback on each question. As an example, questions for the interviews were drawn directly from the Transformational Leadership Skills Inventory, though their application was adjusted for an interview format, such as “tell me a time when you experienced personal and interpersonal connectedness with your professor.” The feedback of the panel of experts ensured that the interview sessions were maximized for depth and detail essential for

qualitative analysis (Patton, 2002). The experts reviewed the questions to assist the researcher in establishing appropriate wording that reflected the intent of the central research question and sub-questions.

Finally, after the data was collected, the researcher utilized member checking to ensure the transcripts reflected the experience of the participants. This was accomplished by emailing each participant his or her section of the transcript to gain feedback on whether the participant's perspective was fairly and clearly represented and to fix any mistakes found in transcriptions. McMillan & Shumacher (2010) have showed that member checking and its corresponding concept "participant review" are necessary elements in "enhancing design validity" (p. 330).

The instrument used in this study, the Transformational Leadership Skills Inventory (Larick-White, 2012), has been validated as a 360-degree feedback instrument through its use with over 30,000 doctoral students, school superintendents, law-enforcement personnel, healthcare workers, and business respondents. Furthermore, Larick and White (2012) state that face validity was established using a synthesis of existing research on transformative leadership practices. Practices with the greatest support in prior resources were selected for inclusion in the instrument. Core practices identified through this process were then used to establish the 10 domains and the individual skills in each domain. Experts in each domain area reviewed the skill statements and provided feedback about them. Throughout the instrument's development, domain experts provided original or revised statements to be field-tested, and they were either included in the final instrument or returned for additional development. This process strengthened the content validity of the instrument. The TLSi

in its current form is valid for the purpose of providing feedback on an individual's level of transformative leadership skills.

Reliability

Reliability is a necessary step in producing research that can be trusted and is transferable to others' settings. Essentially, reliability in research is determined by whether the research delivers consistent results (Patten, 2013). Furthermore, in data collection, reliability involves both internal and external elements. Internal evidence is based on whether the study was consistent in the methods used to arrive at the research findings; external reliability is related to the replication of the study in another setting (Nunan, 1992). Following a reliability protocol is essential for quality research.

Reliability Protocol

For this study, reliability was addressed in the following ways. First, external reliability addressed whether other researchers would experience similar events, in a similar settings, with the same conclusions (Lecompte & Goetz, 1982). Because this study was specific to William Jessup University's undergraduate program in the year 2016, results of this study are case-specific. The university culture, the makeup of the participants, the particular courses, and the professors are unique, in and of themselves, to this university. Even when the procedures of the study can be replicated, the results may be different. Therefore, unlike other studies, such as quantitative studies with large data sets where generalizability is a main focus, external reliability was not a primary factor for this study, though some generalizing was expected, as stated earlier.

Next, internal reliability was ensured by the triangulation of data through interviews, observations, and the collection of artifacts suggested by the faculty who teach the business courses. The intentional use of three types of data was an attempt to

ensure that data was rigorous and findings were from multiple sources. When themes emerge from multiple data points, there is a larger likelihood for the finding to be more internally reliable.

Last, an expert panel member was used to provide input regarding the coding process for inter-rater reliability. This occurred by the researcher and the expert doing independent coding for comparison and analysis. Inter-rater reliability was confirmed using coding of 18% of the transcripts, which produced 87.5% inter-rater agreement.

Researchers agree on the value of triangulating interviews, observations, and artifacts in qualitative research (McMillan & Schumacher, 2010). Triangulation occurred through the identification and coding of the key variables in the purpose statement and research questions with the collected data. The researcher noted these variables and the intersection of these variables with other data collected, whether through interviews, observations of the students in the classroom, or the information identified with the artifacts (see Table 4).

Table 4

Reliability Triangulation Sample

Finding	Interviews	Observations	Artifacts
Business faculty exemplified the leadership quality of personal and interpersonal relations with student and with peers.	x	x	
Business faculty exemplified the leadership quality of communication through classrooms activities	x		x

and assignments.			
Business faculty exemplified the leadership quality of character and integrity in their approach to coursework and student interaction.		x	x
Business faculty exemplified the leadership quality of problem-solving and decision-making when working with student issues, explaining material, and exploring course assignments.	x	x	
Business faculty modeled leadership in clear and memorable ways (personal examples) from students' lived experiences.	x	x	x

Larick and White (2012) have shown that reliability of the instrument can be established through statistical analysis of the performance of each domain's item set. Individual items were correlated to the overall domain rating, and weak items were revised and field-tested in subsequent administrations. Additionally, each set of eight domain items was correlated to the overall domain rating in order to test the performance of the set of items in combination. Item-to-domain correlations were all moderate or strong relationships (.448 or higher). All correlations of average item set ratings to the overall domain rating exceeded 0.7, considered a strong relationship. The TLSi in its current form is reliable for use as a 360-degree survey tool.

Data Collection

Data came from three sources: interviews, observations, and artifacts. As Patton (2002) suggests, the collection of interviews, observations, and artifacts helped triangulate qualitative data. However, before data was collected, two procedures occurred to prepare the researcher for qualitative data collection.

Field Practice

In ethnographic research, in order to prepare for the best experience in the field, it is imperative for the researcher to be ready to engage the culture. This need for engagement is even greater with qualitative research as the researcher is the instrument for data collection (Hartas, 2015).

Interview Practice

To hone the researcher's ability, the researcher participated in a field experience in November 2015. Field-testing is an essential part of qualitative research as it improves the questions, the format, and the scales for measuring the data (Creswell, 2014). The researcher chose two students from William Jessup University to participate in the field test. He notified these students by email and invited them to field-test the qualitative questions that were to be used. An expert in qualitative data collection observed the researcher. The expert was chosen from among those in the local community who have successfully utilized qualitative field-testing at the doctoral level. The researcher incorporated the expert's interview observations when he conducted the actual data collection with the research participants.

Observation Practice

In January, 2016, the researcher also practiced observation skills in a classroom at the research site. The intent was to give the researcher an opportunity to utilize the

observation analysis sheet before the actual research began. The Observation/Artifact analysis sheet included the four domains found in the Transformational Leadership Skills Inventory (see Appendix G). The domains of personal and interpersonal skills, communication, character and integrity, and problem-solving and decision-making framed the observation notations. Each time the researcher observed a characteristic as defined by the inventory, he recorded the occurrence with a brief notation. These observations were used to further triangulate the variables as listed in the central research question, sub-questions, and purpose statement. The researcher then debriefed the observation experience with an expert in qualitative research.

Data Collection Process

Data collection occurred after the researcher had secured approval from the Institutional Research Boards of both Brandman University and William Jessup University. Data collected and analyzed was directly related to the central research question and sub-questions (Sensing, 2011). This process occurred in early December 2015. At this point the researcher began identifying the research participants through purposive criterion sampling. The purposive criterion sample came from upper-division students in the business department at William Jessup University. This information was available from the Chair of the Business Program.

Group Interviews.

Recruiting potential participants for the group interviews began with the researcher visiting business classes in the month of November. The researcher met with the chair of the traditional undergraduate business program to discuss the scope of the study. The information gained from the meeting impacted the study by providing key courses and artifacts that assisted in the data gathering process. The researcher worked

with the business department chair, who endorsed the study and encouraged faculty in the department to work with the researcher.

The researcher and the business chair identified classes to be included in the purposeful sample recruitment process. Two courses for recruiting included Management Leadership (Business 399) and Operations Management (Business 381). In Management Leadership, students explore the concept of business management through the lens of a Christian worldview, including leadership theory and practice, with the final project being a compilation of a leadership portfolio. Operations Management introduces the student to management systems and team-building, including role-playing scenarios from the workplace. Both of these courses include course content that relates to the four domains driving the research questions, though student interviews will explore their course experience across the business curriculum. Furthermore, these courses have the most concentration of business upperclassmen. In addition, these courses produce student assignments that will provide artifacts for triangulating data input. For example, Management Leadership entails the production of a leadership portfolio that requires the student to discuss his or her leadership experiences and how they have grown. Operations Management requires students to keep a journal of their readings and includes online discussions of important ethical concepts.

During the class visits, the researcher briefly described the purpose of the study, the key elements of the consent form, and the approximate dates for both the group and individual interviews, although the final determination of the time of the interviews depended upon the availability of the students. During this class visit, the researcher gave prospective participants his business card and encouraged them to sign up in the class or email him in one week if they were interested in participating. The researcher had

determined that if more than the proposed 12-14 participants responded to the researcher, the participants would be randomly selected but would meet the representative criteria. Those selected received a return email inviting them to voluntarily participate in a study of business student classroom experience at William Jessup University (see Appendix H). If the required number of participants had not responded, the researcher would have visited additional business classes as recommended by the business faculty and presented the research project to those students as well.

The students who responded to the study and were chosen as participants in the research project were emailed a consent form that contained several elements (see Appendix I). The first element provided the potential participants a detailed description of the study and the approximate time frame of data collection. Second, the potential participants were informed of the possible benefits and harm associated with the study. Third, the participants' rights and an assurance of confidentiality were presented. Last, the researcher responded with an email explaining that the researcher would collect data from three sources in order to triangulate the data for the best possible information-rich narratives to surface. If more than the required sample had responded, then 12 to 14 individuals would have been selected blindly and randomly by drawing numbers assigned to each respondent (male and female) until the 12 to 14 individuals were identified.

The researcher explained in a return email that in order to ensure the safety of the participants, he would go over the informed consent form again and offer them time to ask questions prior to the start of the focus-group interviews. The participants were told they could opt out of the study at any time and that all data would be kept anonymous in the research reporting. On the day of the interview, the researcher had hard copies of the consent form for the participants to sign. The time and place for the interviews depended

on room availability on campus and consideration for the privacy and safety of the participants.

Qualitative researchers conduct interviews to explore things that cannot be observed by outward observation alone. The unique data gathered from qualitative research includes thoughts, feelings, and intentions (Patton, 2002). The interview process is key to providing the depth of insight desired in qualitative studies (Creswell, 2014).

After determining the 12 to 14 participants (the actual number ended up being 13 because one woman had to drop out), the researcher invited the participants to participate in one of three focus-group interviews. The researcher conducted the interviews using three groups of three to five students, as this group size is suggested in qualitative data-gathering (Creswell, 2014). The purpose of the group interviews was to provide various perspectives that would increase the confidence in coding patterns that might emerge (Patton, 2002). The researcher conducted the interviews in neutral, non-threatening environments. There was open space for the interview participants to sit comfortably. The researcher provided water and offered breaks if the respondents appeared tired.

On the day of the interviews, participants were reintroduced to the scope of the study. There was ample time for questions, and the researcher gave participants time to reconsider their voluntary participation. The researcher reminded them of the benefits of participating in the study, one of which was a greater understanding of how they had experienced leadership formation. Once participants verbally committed to the study, the researcher provided a hard copy of the Informed Consent Form. Participants signed the form; a copy was sent to the participants after the interview. Since the identities of the participants were kept confidential, the researcher kept the one-page key with names and

identifying labels in a locked location. Only the researcher had access to this confidential information.

The group interviews were recorded and transcribed as part of the data-analysis process (see Appendix J). The researcher digitally recorded the interviews and subsequently transcribed the recordings. The transcribed interviews were then emailed to the participants to be checked for accuracy. After the researcher had collected the comments and made any necessary changes, the researcher then coded the transcripts using Nvivo coding software. Computers installed with Nvivo software are available to Brandman students at the Brandman campus near the researcher's home. If the computers had become unavailable, the researcher would have purchased the software online. The coded data from the group interviews contributed toward understanding student perceptions of Transformational Leadership modeling in the classroom.

Individual Interviews.

During the focus-group interviews, questions that needed further exploration arose. Individual follow-up interviews assisted the researcher in continuing to explore participant experiences of transformational leadership. The researcher invited individuals for interviews through an email request. Participants in individual interviews had already signed consent forms. The researcher reviewed the benefits and potential harm related to the study. Participants acknowledged that their involvement was voluntary and that they had already signed the consent form. These individual interviews also took place on campus in a location chosen for privacy and for the safety of the participants. The researcher informed participants of the time and place for the interview by email. If a participant had been unable to meet with the researcher in person, a telephone interview

would have been offered as a substitute. Individual interview questions aligned with the research questions (see Appendix K).

Data from these interviews were collected by audio recordings and field notes. The recording was performed using two recorders for redundancy. Within 72 hours, the researcher had transcribed the interviews and sent them by email to the individual interviewees for member checking. Before coding the interview material, the researcher utilized an expert in qualitative research to blind-code 18% of the individual interview transcripts. Inter-rater agreement is often used to determine the “extent to which two or more persons agree about what they have seen, heard, or rated” (McMillan & Schumacher, 2010, p. 182). Inter-rater agreement in this case was measured at 87.5%. The researcher used Nvivo software to code the data on his computer. All data collected from the interviews were destroyed after the results were placed into the researcher’s findings.

Observation Protocol. Observations occurred as part of the classroom data collection to give the researcher a deep rich experience from the students’ perspectives. Non-participatory observation is recommended as a way to ensure the researcher is outside of the process enough to make the needed observations and not distract the participants (McMillan & Schumacher, 2006) The researcher observed the classrooms of three courses as a “nonparticipant” observer. Individual courses provided insight and depth to the researcher as he noted the students interacting with the professors in the business program. The researcher took field notes and then coded the data for descriptions matching the purpose statement, the central research question, and the sub-questions.

Artifacts. Artifacts in organizations reveal social processes, meanings,

or values (McMillan & Schumacher, 2006). For this research, artifacts included course syllabi from the current year. The syllabi revealed the intent of the professors and the intended educational outcomes for their students. Syllabi were available from the intranet at the university.

The researcher followed the William Jessup University Institutional Review Board guidelines for all procedures involving university students and university employees as well as Brandman University's Institutional Research Board processes. Faculty in the business program offered assistance in collecting and expanding upon artifacts that might have been unknown to the researcher. The researcher also met with the Chair of the Business Program to explore other appropriate artifacts related to the research questions.

Data Analysis

The majority of data will come from two sources: the field notes taken during observations in the classroom and the individual and focus-group interviews. These interviews also produced field notes as well as data to be coded. The interviews were audio recorded and transcribed. Once the data was transcribed, the researcher made it available to the participants for their determination of accuracy. Individual and focus-group interviews produced large amounts of data for coding. Coding involved the researcher inputting data into an Nvivo software program available to the researcher. This software analyzed and produced various forms of coded categories that describe business students' perceptions of Transformational Leadership modeling. These themes formed the essence of the qualitative data. Using software greatly aided the coding process as well as the retrieving and storing of data.

Creswell (2014) lists several steps in data analysis from the specific to the general. First, the researcher organizes and catalogs the data. For this research project, this step involved transcribing audio tapes from the focus groups as well as the individual interviews. The researcher then placed the data in groups according to the method used to obtain it, whether from observations, interviews, or artifacts. Next the researcher read through all the data, looking for themes and general ideas that the participants were conveying. This process was recorded as themes within the data to inform and direct the researcher's next steps.

After this general grouping of data and themes, the researcher coded the data. Field notes were coded as themes surfaced around the central research question and the sub-questions. Data that came as outliers was noted and considered later when the Nvivo themes were identified. Looking for unexpected data, or data that surfaces outside of the central research question and sub-questions, is important to qualitative research. As Patton (2002) argues, everything that goes on in and around the data site is data. The interview coding was prescreened, using themes expected to surface around the research questions. Creswell (2014) recommends this approach as a benchmark that allows for adaptation and change as information is gleaned from the data analysis.

The researcher then used the data to generate a description of the participants' experiences. By identifying five to seven themes, the researcher engaged not only the data from the field notes and questions, but also the experiences of the business students themselves. These categories formed the headings for cataloging the final results of the research and ultimately provided a framework to the storyline of the ethnography.

Then the researcher looked for depth and complexity that occurred between themes and persons in the research. This appeared as direct quotes and comments from

any source of the data-gathering process, whether interviews, observations, or artifacts. The final step was to make observations and possibly to conclude with questions that were not asked but might prove helpful in future studies. The majority of these findings appear in Chapter V.

Limitations

In ethnographic data collection and analysis, limitations are expected and occur for a variety of reasons (Patton, 2002). Limitations can be described as a way of understanding not only the scope of a given study but also the generalizability of the findings for other researchers as well as the reproduction of the study in other settings. Mitigation of the limitations begins by acknowledging the issues and responding as appropriate. Limitations for this study included the sample size and population, the collection methodology, and the researcher himself.

The sample population was chosen from one Christian university located in Northern California. Those participants involved in this study were from one division in the university. Furthermore, the study sought to understand the perceptions of the upperclassmen in the division, and no data was collected to understand the research topic from the perspective of the faculty in the division. The sample population was 13 students from a possible 80 students available in the business program. There was no concerted effort to identify outliers nor unique educational challenges with the selected population sample. All participants for the study were volunteers and were not given individual compensation for their time.

The data-collection method involved interviews, artifacts, and observations. An obvious limitation was the accuracy of data coming from human subjects and their perception of the events recorded. The interviews were conducted by the researcher

questioning the participants. The interviewees could have responded in ways that sought to present the best-perceived responses in their desire to appear knowledgeable and or agreeable to the research topic since the researcher works at the study site. As Patton (2002) suggests, the participants' responses were impacted by their own internal biases and the emotional state of the interviewees at the time of the interviews. The observations had limitations in that only select classes were observed during the research period. The classes were chosen in alignment with the availability of the researcher to attend the given classes at the university. The artifacts had limitations in that they could have been incomplete or inaccurate as representative of the larger business program (Patton, 2002).

The researcher posed a limitation to the study because he is an employee at the research site. The basis of the research for the study came from the researcher's 20-year history with the university. His motivation for studying the topic came from his own classroom teaching experience in both the day and evening programs. Since research questions, data collection, and some artifacts were determined by the researcher, his own biases possibly impacted the results of the study. Beyond this, the students who participated in the study were aware that the researcher is an employee of the university.

The researcher utilized the following safeguards to address the limitations of sample size, the collection methodology, and the researcher himself. Creswell recommends all three approaches that follow as a way to increase validity with the research findings (2014). First, the sample population came from a purposive criterion sampling that gave the researcher key criteria and enough diversity within those criteria to ensure full exploration of the research questions (Ritchie, Lewis, Nicholls, & Ormston, 2013). Second, the researcher utilized a panel of experts to process proposed research questions and to provide consistency for individual and focus group questioning. Third,

the researcher interviewed only participants in the business program and students he had not had as students in his courses. This process ensured that personal relationships with participants did not influence the interviewing process. Limitations such as this one are found in every research study.

Background of the Researcher

The researcher's background includes nearly 20 years of teaching in undergraduate higher education. He has taught courses in Bible and theology, ethics, and leadership, and he has designed curriculum for more than a dozen courses. His teaching is consistently highly ranked in student reviews. He was recently appointed lead faculty for a Master of Arts in Leadership degree to be launched in January 2016. He assisted in the design of the opening course for this degree, which was presented in the degree proposal to the WASC Senior College and University Commission. In addition, he completed two years of doctoral coursework in transformational change and organizational leadership. His transformational change project for the doctoral program focused on developing a breakthrough support system that would ultimately provide the best learning experience for undergraduate students. In qualitative study the researcher is the instrument, so the researcher's ability to understand the culture is imperative (Patton, 2002). The researcher understands the culture at this site, but he has not directly influenced the business student participants in their curricular or co-curricular educational experience.

Ethical Considerations

In the last few decades, research organizations, including universities, have come to accept and articulate that ethical conduct is an essential part of all research (Shamoo & Resnik, 2009). The researcher must make all efforts in this matter as well when protecting the rights of research participants (Creswell, 2014). The participants were

volunteers, and the researcher kept all collected data in a digitally secure location with no markers for individual identification. Any participant could have withdrawn from the research process at any time without question. All consent forms were shredded at the completion of the data-gathering stage of the research.

Summary

The researcher's purpose for this chapter was to inform the reader of the detailed methodology that was used to gather the data related to the variables found in the purpose statement and in the research questions. After gaining IRB approval through Brandman University and the research site, the researcher used feedback from experts to adjust for the reliability and validity of the study questions and the researcher's interview approach. The researcher selected the target population from undergraduate business students at one Christian university. He conducted semi-structured interviews with individual participants and in focus groups. He recorded data digitally and then coded it utilizing the Nvivo software. The researcher also presented and reviewed limitations in the light of a single research site and his connection with the research site. The data collected from the interviews, artifacts, and observations provided the basis for the findings in Chapter IV and the conclusions and recommendations of Chapter V.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

This chapter begins with a restatement of the purpose statement, the research questions, the research methodology, and the data-collection and -analysis process. Following that information, a synthesis of the data collected from focus-group interviews, one-on-one interviews, observations, and artifacts is provided. This collection of data describes the experiences of undergraduate business students at William Jessup University. The chapter includes a presentation of the data collected using narrative descriptions and tables. A summary of the findings of the study provides the conclusion to the chapter.

Purpose Statement

The purpose of this ethnographic study was to explore how undergraduate upper-class business students at William Jessup University are influenced in the classroom by their business faculty in their development of transformational leadership skills. The TLSi (Larick & White, 2012) provided the lens through which data was coded and analyzed.

Research Questions

The following research questions provided the basis of data collection, including interviews, artifacts, and observations.

Central Research Question

In what ways are undergraduate upper-class business students influenced in the classroom by their business faculty's transformational leadership skills?

Sub-Questions

1. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's personal and interpersonal skills?

2. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's communication skills?

3. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's character and integrity?

4. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's problem-solving and decision-making skills?

All data collected were aligned with the research questions and the purpose statement to produce findings, conclusions, and implications relevant to an ethnographic study.

Methodology and Data Collection Procedures

Data collection occurred after the researcher secured approval from the Institutional Research Board of Brandman University as well as that of William Jessup University. This process occurred in early December 2015. Once IRB approval was obtained, the researcher began identifying the research participants through purposive criterion sampling. The purposive criterion sample came from upper-division students in the business department at William Jessup University.

Interview Process

After determining 13 participants, the researcher invited the participants to participate in one of four focus-group interviews. Three of the groups included three to five students while one group was made up of just two students as a participant canceled the interview because of a work-related conflict. The purpose of the group interviews was to provide a setting in which students would discuss their lived experiences that would allow their various perspectives to emerge (Patton, 2002). The researcher conducted the

interviews after university business hours in a neutral, non-threatening environment located upstairs and away from the main campus.

During the focus-group interviews, questions arose that needed further exploration. In order to consider these issues, the researcher conducted a total of seven individual follow-up interviews with the participants; these interviews allowed for the researcher to gather further narrative from the students' perspectives. The researcher invited individuals for interviews either in person or through email. All interviews ultimately occurred in person. The interview questions for both focus-group and individual interviews, were systematically aligned with the research questions.

Observation Protocol. Observations occurred as part of the classroom data collection to give the researcher an inclusive experience from the perspective of the students. Non-participatory observation is recommended as a way to ensure the researcher is outside far enough outside of the process to make the needed observations and not distract the participants (McMillan & Schumacher, 2006). The researcher observed the classrooms of three courses as a “nonparticipant” observer over a period of three days. Individual courses provided insight and depth to the researcher as he observed the students interacting with their professors in the business program. The researcher recorded field notes and then coded the data for descriptions matching the purpose statement, the research questions, and the sub-questions.

Artifacts. Artifacts in organizations reveal social processes, meaning, and values (McMillan & Schumacher, 2006). For this research, artifacts included course syllabi from the current year and leadership portfolios from three business students taking BUS 399 Management Leadership. The syllabi revealed the course objectives of the professors and the intended educational outcomes for the course. Syllabi were available from the

university intranet. The researcher was also granted access to portfolios of three students enrolled in BUS 399 Management Leadership; these documents provided further data regarding student experience and leadership formation. The researcher found this artifact a rich source of information regarding leadership formation and development with upper-division undergraduate business students. Student leadership portfolios revealed students had not only understood the stated objectives of the class but begun to internalize the key elements. All three student portfolios revealed an understanding of several leadership theories while gravitating to Transformational Leadership as their own personal leadership style. Each of the students spoke to elements of Transformational Leadership in their leader interviews and could identify the need for improvement in their own lives. The leadership portfolios produced data described in the course syllabus as “Students will describe methods and plans to enhance their skill set in preparation for becoming effective Christian business leaders.”

In order to examine the portfolios, the researcher emailed three upper-division business students to secure permission to explore their completed leadership portfolios and to quote from them. After gaining permission, he examined the three student portfolios. The course in which they were enrolled had not been taught previously, so no completed portfolios from earlier semesters were available to the researcher. The researcher examined the portfolios by considering the four research questions against appropriate elements required by the portfolio assignment. The personal leadership skills portion of the portfolio, when placed alongside interviews and observation, yielded data reflecting the students’ personal growth toward leadership and is reflected in the data analysis section of chapter 4.

Data Analysis

The data for analysis came from individual and focus-group interviews, classroom observations, student leadership portfolios, and course syllabi as applicable. The interviews were audio-recorded and then transcribed to produce field notes for coding as well. Once the data he had transcribed the data, the researcher made it available to the participants for their determination of accuracy. Individual and focus-group interviews produced approximately 70 pages of data for coding. The coding process involved the researcher inputting data into Nvivo software program. This software analyzed and produced various forms of coded categories that described business student perceptions of Transformational Leadership modeling by the business faculty. The use of coding software greatly aided in the exploration of emerging themes as well as in the retrieval and storage of data. The themes that emerged from the data informed the essence of the qualitative results.

Classroom observations, student leadership portfolios, and course syllabi were analyzed using a simple question sheet developed by the researcher and found in Appendix G. Classroom observations provided insights into the interview data since the observation occurred after the interview process. In addition, classroom observation findings revealed that student interview data were not isolated events but were confirmed in classroom interactions between faculty and business students. Furthermore, no contradicting themes were noted in the classroom observation. Student portfolios provided evidence of undergraduate business students' self-reflections on how they were being impacted and changed through the course BUS 399 Management Leadership. Finally, course syllabi revealed that the professors' course objectives reflected Transformational Leadership student learning outcomes. These objectives correspond

with Transformational Leadership's markers of Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individual Consideration (IC). See Table 5 for a sample course objectives and possible Transformational Leadership markers.

Table 5

Course Objectives and Assessments for BUS 399 Management Leadership with Transformational Markers

Objective	Outcome Assessment
<ul style="list-style-type: none"> Students will be able to articulate the meaning of business leadership in a Christian context (IM). 	<ol style="list-style-type: none"> Course participation Reading response essays and quizzes
<ul style="list-style-type: none"> Students will be able to describe the theoretical underpinnings of business leadership and apply theory to practical examples through case study analysis (IS). 	<ol style="list-style-type: none"> Reading response essays and quizzes Examinations
<ul style="list-style-type: none"> Students will be able to explain ethical issues that are likely to arise in a business environment and describe effective resolutions (II). 	<ol style="list-style-type: none"> Case studies Examinations Course participation
<ul style="list-style-type: none"> Students will be able to describe the characteristics and traits common to effective Christian business leaders and generalize applicability to their expected vocational paths (II). 	<ol style="list-style-type: none"> Case studies Christian leadership biography
<ul style="list-style-type: none"> Students will be able to assess their strengths, weaknesses and commitment to an effective Christian leadership style, and synthesize course theory and concepts in a description of their own leadership capabilities (IC). 	<ol style="list-style-type: none"> Christian leadership biography Personal leadership skill analysis Examinations

Student portfolios provided evidence through undergraduate business students' self-reflections on how they were being impacted and changed through the course BUS 399 Management Leadership. In addition, student leadership portfolios revealed students not only had understood the stated objectives of the class but had also begun to internalize the key elements. All three sample student portfolios revealed an

understanding of several leadership theories while gravitating to Transformational Leadership as their own personal leadership style. The researcher found evidence of transformation in the lives of the students as they expressed themselves in the portfolios. Each of them spoke to elements of Transformational Leadership in their leader interviews and could identify the need for improvement in their own lives. The leadership portfolios produced data described in the course syllabus as “Students will describe methods and plans to enhance their skill set in preparation to become effective Christian business leaders.” Course syllabi revealed professors’ course objectives that reflect transformational leadership modeling along with faculty intent to expose students to these principles.

After the initial grouping of themes, the researcher coded the data and observed that certain themes had surfaced around the research question and sub-questions. Data that presented as outliers was noted and considered later when the Nvivo themes were identified. As Patton (2002) argues, everything that goes on in and around the data site is data. The interview coding was prescreened, using themes expected to surface around the research questions. Creswell (2014) recommends this approach as a benchmark that allows for adaptation and change as information is gleaned from the data analysis.

The researcher then used the data to generate a description of the participants’ experiences. By identifying three to five themes per research question variable, the researcher engaged the data and collected not only from the field notes and questions but also from the experiences of the business students themselves. These research-question variables included personal and interpersonal skills, communication, character and integrity, and problem-solving and decision-making. The four variables provided the

headings for cataloging the final results of the research, and ultimately provided a framework to the storyline of this ethnography.

Population

Population is a group, whether individuals, objects, or events, utilized to form a specific perimeter from which one can generalize results (McMillan & Schumacher, 2006). The total population for this study included all Council for Christian Colleges and Universities (CCCU) nationwide, which currently amounts to 117 schools and colleges. The total California member schools number 16, with two of these schools located in Northern California. The two Northern California schools enroll approximately 2600 undergraduate students; approximately 250 of those are business students. William Jessup University (WJU) is a member of the Council for Christian Colleges and Universities. Among those specifically considered for this study were business students attending William Jessup University who expect to graduate in 2016 or 2017. This group represented a target population of 80 upper-division students. The traditional undergraduate business program's student body consists of males and females identified as either transfer or traditional four-year undergraduates. Those seeking a Bachelor of Science degree in Business Administration focus their study on management, marketing, non-profit management, and accounting. The average age of all students at the university is 24, with the business program students fitting the general demographic for the undergraduate program of 21 years of age.

Sample

In qualitative research, the sample must fairly represent the larger population from which it is drawn (Creswell, 2014). There is no predetermined sample size in qualitative studies. Ideally, what is needed is enough participants to gather sufficient data

that clearly represents the authentic voice of the participants (Klenke, 2008). Qualitative sampling does, however, tend to utilize small samples (Patton, 2002). Patten (2013) reviewed five articles and found that the sample size for each study ranged from 10-36 with an average of 13 for qualitative studies. For this qualitative study, a representative sample had to represent the target population of upper-division students in the business program.

The researcher utilized purposive criterion sampling to generate the 13 individuals who made up the research sample. Purposive criterion sampling is appropriate when multiple criteria are used to guide the researcher in the selection of information-rich cases for the final grouping of participants (Palys, 2008). Four criteria were used for selection of participants in this study: (a) must be an upper-division business student, (b) attending William Jessup University for two or more years, (c) having taken three or more classes, (d) with no coursework with the researcher. The 13 participants identified in this analysis represented approximately 18 percent of the sample population and was a fair size considering the total population and the purpose of the interviews to gather information-rich data (Patton, 2002). Contacting the sample group occurred through the assistance of the business department chair.

In the last decade, Firmin & Gilson (2009) examined mission statements of schools within the Council for Christian Colleges and Universities. They found that the roughly 30% of schools include the word “leadership” in their mission statement. Consequently, this sample may provide generalizability to a broader population of students in all member schools, especially for the schools that imply leadership development in their mission statement.

Demographic Data

Typically, Jessup upper-division students are 21- 25 years of age. Some of the participants in this study were older, ranging up to 32 years of age. A total of 13 participants were interviewed in four focus groups and seven individual interviews. All participants had taken at least 3 classes at William Jessup University, with one participant having taken 22 classes at the University. Table 6 represents specific educational data of the study participants. All participants were given pseudonyms to protect their identity. Also, there was no attempt to get an equal sample of students from all primary or secondary areas of study. The adopted sampling procedure for this study is purposive criterion sampling as described by Palys (2008).

Table 6

Criterion Sampling Qualifiers for Interviewees

Participant	Year in School	Business Classes Taken at WJU	Classes with the Researcher
1. Kim	Senior	18	0
2. Jim	Senior	5	0
3. Kelsey	Senior	12	0
4. Katie	Junior	3	0
5. Jane	Senior	19	0
6. Duke	Senior	12	0
7. John	Senior	11	0
8. Steve	Senior	18	0
9. Kenneth	Senior	10	0
10. Gail	Junior	3	0
11. Mark	Senior	18	0

12. Lori	Senior	8	0
13. Lars	Senior	22	0

Presentation of the Data

The data presented represents triangulation of data from interviews, observations, and artifacts. The theory of Transformational Leadership and the four domains of the TLSi provided the lenses through which the ethnographic patterns emerged. The data were first collected by having students explore their experiences concerning their professors being transformational leaders; these data were determined by the research question and sub-questions. Next, the researcher examined artifacts in light of transformational leadership and the four domains of the TLSi. Last, classroom observations were recorded using the observation rubric found in Attachment F. The data were collected over a one-month period followed by three weeks of coding and analysis. Coding occurred through the use of Nvivo software.

For this study, any responses that were referenced more than three times were considered themes that emerged from the data (see Table 7). Responses that were referenced only once or twice were reviewed carefully. In all of the cases where the reference count was either once or twice, the researcher was able to identify language that allowed for the response to be categorized in an existing theme. For example, this process combined references to “professors building trust” (referenced once) with “professors being trustworthy” (referenced four times) and “professors telling us stories about honoring God in business” (referenced once) with “professors giving examples from their lives” (referenced five times).

Table 7

Interview Data: Themes

Personal and Interpersonal Skills (Individual Consideration) Students experienced their professors' personal and interpersonal skills by.....	Sources	References
Themes <ul style="list-style-type: none"> Professors being approachable Professors challenging them Professors helping with personal problems Professors knowing their names Professors showing interest in them 	6 7 5 4 9	8 10 6 5 16
Communication (Inspirational Motivation) Students experience their professors communication skills by...	Sources	References
Themes: <ul style="list-style-type: none"> Professors being available to them Professors taking time to personally connect Professors allowing independent thinking Professors giving examples from their lives 	4 7 3 4	7 8 4 6
Problem-Solving and Decision-Making (Intellectual Stimulation) Students experiencing their professors' problem-solving and decision-making skills by...	Sources	References
Themes: <ul style="list-style-type: none"> Professors appreciating different learning styles Professors helping them understand choices Professors letting them "argue" with them Professors using small groups 	3 6 5 4	6 8 6 5
Character and Integrity (Idealized Influence) Students experiencing their professors' character and integrity by...	Sources	References
Themes: <ul style="list-style-type: none"> Professors being trustworthy Professors inspiring them to live with integrity Professors telling stories of moral choices they have faced 	3 7 4	4 11 8

In addition the researcher utilized the Observation/Artifacts form (Appendix G) to code appropriate information related to the four areas of Transformational Leadership and the four corresponding domains of the Transformational Leadership Skills Inventory.

Table 8

Observation/Artifact Data

TL and TLSi categories	Observations (Three Sources)	Artifacts (Six Sources)
Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence.	3	6
Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization.	5	5
Problem-Solving & Decision-Making: Leaders who create an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.	3	4
Character/Integrity: Leaders who foster trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others.	6	5

Findings

The upper-division undergraduate business students openly shared perceptions of their experiences concerning their business professors. While most answered directly to the researcher, the students did interact with each other, usually agreeing with but at times challenging their peers' perspectives. These brief interactions between students provided a larger collective memory of a classroom experience and triggered either more specificity or more detail than any one student reported about a given event.

Sub-Question 1: In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's personal and interpersonal skills?

Sub-Question 1 addressed a foundational skill within Transformation Leadership identified as Individual Consideration and referred to as Personal and Interpersonal Skills in the TLSi. This question yielded five major themes.

Theme 1: Professors being approachable

Data that emerged regarding this theme was referenced eight times from six sources. Approachability emerged as students described their comfort level with interaction with faculty members. Jim, when speaking of one of his favorite professors, said, "He was really in tune with each student. . . . he was able to . . . capture the class's attention. . . . he kept us interested." Jim was making a connection between his comfort level with the professor and his ability to stay open to learning the topic whether or not the topic itself captured his interest. Steve continued with this comment about his experience with faculty: "All my business professors have been very approachable and have opened themselves [to us]. They say 'Hey, if you need more understanding, or further explanation, there's just not enough time in class,' [to answer everything] so they are available."

Jim felt at ease enough to add, in a humorous tone, this experience as a young business student:

They were likeable to me especially Just some of them telling jokes in the class. Even though they might not have been that funny, I still laughed because I just thought it was funny that they were trying.

This “trying” was worthy of what he felt made his professors people from whom he would be open to learning. He expressed his thoughts further:

So I enjoyed my professors, and I think that some of them were very in touch with their . . . emotions, and emotional intelligence was something that they prided themselves on, and did very well with that.

These last comments were his attempts to explore with objectivity why he felt some of his professors made vital connections with him and why others may not have done as well with connecting and approachability.

Not uncommon with several transfer students was a comment from Mark:

I feel like that’s something you don’t really get in a community college as often.

Not saying it’s impossible, but—but at a private university, I feel like it happens more often, so I feel like it’s really easy for me to interact with the professor, even if it’s not about class.

The researcher noted on several occasions the nodding heads of many other members in the focus-group interviews. There was a tacit agreement that there was something unusual about their experiences at this university. This difference was stated as good, and they expressed that they were glad to have that kind of classroom experience. Classroom observations verified this interaction as professors sought to engage the students through open dialogue and physical presence (walking up and down the classroom in a relaxed manner); the students responded to their professors with mutual respect and interest in the topic. This reaction allowed for a kind of third-person approach where the faculty member aligned with the students’ objectivity over the class topic.

Theme 2: Professors challenging them

A second theme emerged under the topic “students experienced their professors’ personal and interpersonal skills by professors challenging them.” The theme “professors challenging them” yielded seven sources and ten references. The participants mentioned that this approach from their professors did not diminish the academic challenge their professors placed on them at various times. The students considered this challenge as part of how they understood the care of their professors. Whether it was challenging them to work up to their potential or included the idea that the professors provided a safe environment within which they could explore their leadership potential, the students were grateful. One comment seemed to capture the essence of this challenge. Duke posited,

This one time, I turned in an assignment, and it was not necessarily a bad job, but it by no means was to the same degree of excellence that I could have done. You know, he like knows my capability, and so there was one point where he gave me a decent grade on it, but it was more like he kind of wrote on there—he is like come on, like in an encouraging way... I am disappointed but just more of like, I know you can do better.

Sometimes the idea of challenge was couched in a personal encouragement from the professors for students to push beyond their regular level of effort to see the material and to apply it personally and professionally. John told of a professor who seemed to banter with the students during class. He finally went to the professor to engage him as to why he did this. The professor’s responded, “I just think you can take it, because I see good in you.” John went on, “Well, I don’t want to say greatness, but he sees potential in me, so that influences me.” This influence was described by several respondents as they had experienced professors who cared about them and had

intentionally connected with individual students.

Theme 3: Professors helping with personal problems

There were five sources that recorded six times with the theme, “professors helping us with our personal problems.” John explained it this way:

I went through a hard time last semester, and he reached out to me. . . . sent me an email just to let me know that, like, everything was going to be okay. . . . helped me get through the semester. And, he was, like, really great about keeping in touch and realizing that life happens sometimes, but he was still going to . . . help.

The idea that a professor in the business department, the largest department on campus, would make the effort to engage them with their personal issues was mentioned by others as well. Two students had undergone significant illness in the course of the semester.

These students expressed that being sick was very stressful because they knew they were falling behind in coursework. They were impressed by their professors’ concern. June said it this way:

I had a unique experience. I actually have [a physical illness], and I actually ended up getting sick. I think it was because of the medication, so I relapsed, and I actually couldn’t come to class, and the instructors worked with me really well. None of them bugged me except for just to ask me how I’m doing and if I, you know, and just how are things going on the process. Even when I’d come back to class, they’d ask me, like, “How are you doing today? Are you doing much better,” and stuff like that. So that made me feel really good because it felt like I had a support system.

June was not the only one who reported care while going through an illness. Gail echoed a similar experience:

I think, every professor I had at Jessup [in the business department], they would stay after class to help me. They would ask me how I'm doing. When I see them they have a smile on; they say hello. I know [professor], he actually started to ask me about my health more because I have chronic pain about 24-7. He was always trying to recommend, oh, see this type of doctor for this type of thing.

Yes, it was a lot more to the professors than just what's in the textbook. . . .

Gail, a senior with 12 business classes completed, considered this "immense support."

She later commented that another professor "actually took the time to listen to me, understand me, and then work with me."

Jim, a traditional student with an emphasis in marketing, reported an unusual show of personal care. His story involved a professor going out of his way to assist with a financial need.

But I had a professor, [professor]; he asked me how I was feeling, and I was just honest with him. I said I'm stressed about paying for books versus paying this medical bill. I'm not doing so well in my classes, but at the same time, if I don't pay this bill it's going to go to collection and my credit is going to take a hit, and it's going to be like a long-term effect. And so he said okay, well let me know what I can do for you. And then that weekend I looked in my student mailbox, and I saw in an envelope, there was a sticky note that said, "Jim, use as needed, God bless you," and there was \$200 in there.

These comments took place during an individual interview. The researcher noted a deep sense of gratitude as Jim recounted the event. He was truly amazed, especially as he had come from another institution where that kind of concern was not expected from faculty

members. Kim, a traditional student with 18 courses completed, shared a more general statement but with no less passion in her voice as she described her experience.

When I was talking to them, they would ask me about, oh, how are things going.

I'm not the type of person to say that things are going well if they're not going well, so I guess I kind of helped them along in allowing them to see who I really was, and so I think that built a relationship with a lot of my professors.

Kim appeared more reserved than Jim as she admitted, "I'm not the type of person to say that things are going well if they're not going well." These two students, who have significantly different grade point averages according to their self-reporting, appeared to have had similar experiences with their professors. Their stories revealed that the caring was unrelated to their personal achievement in their courses.

Theme 4: Professors knowing their name

Five respondents from four sources remarked that the simple act of caring enough to know the student's name mattered in how he or she trusted and respected a professor. The classroom is a small environment, and the students felt this personal care meant their professors were seeing them as individuals, no matter what the size of the class. In no interview did any of the participants respond that they expected this kind of attention. On the contrary, this response toward them from the faculty was a pleasant surprise for students as they began their work at WJU. Steve added,

Every teacher that I had over the course of the next two days knew my name by the end of that first class, which I had never experienced. . . . even really in like high school, which had smaller classes; that was one thing that actually did impress me.

Steve continued the theme with this response:

I've had the same like three or four teachers for almost all of my business classes. So now approaching my last semester, the teachers that I have I have already had, and they know me and know a lot about me coming into the semester. I feel like they genuinely care and ask me questions about my life even outside of the classroom, which has been really cool.

The researcher noted that this response came authentically and unprovoked by the interview question. The fact that several came back with the same answer led to this emerging theme. Mark continued,

I think all the professors I've had, at least more than once, called me by name usually, even in the first week of the semester. I think my professors all know me. The only time that it takes a while is if it's a professor I haven't had yet and even then, they usually—they usually go out of their way to try to know all of the students, even if it takes them a week or two.

Theme 5: Professors showing interest in them

For the participants, the idea of thinking of faculty with personal and interpersonal leadership skills yielded a variety of responses. The theme “professors showing interest in them” scored 16 times from nine sources and was by far the most prolific comment within all interviews.

Many participants continued with the statement that this response from their professors was in contrast to their experiences in community colleges and state colleges they had attended. The participants seemed to be most animated when responding to any question that explored their personal interaction with faculty who showed any kind of interest in them in the classroom. Jane, a senior with 19 courses completed at WJU, said, “And I

know especially for me, personally [various professors' names], they've all reached out to me personally and have talked to me."

All participants agreed on this point, and no one countered this statement with a any perspective different from that of Jane. Jane spoke of numerous occasions when her professors reached out to her, not only with help on classroom assignments but also by helping her to navigate personal problems impacting her classroom attendance. The fact her professors understood the challenges of a college education impressed her, but that they would empathize and assist in her success was even more noteworthy and inspiring.

With student portfolios, the evidence of the professors showing interest in their students was manifested when students moved from describing their experience of observing leadership to applying the principles in their own lives. The researcher saw a connection in the way Kathleen internalized her growth in reaching out to people:

I do love planning and being creative in that sense, but I really enjoy getting to know people. I feel as though God has called me to be highly considerate in my leadership and life.

For Kathleen, taking time to get to know people was important and reflected growth in her own understanding of this necessity as a Transformational Leader. In the same way, John saw working more relationally as a growth point for himself as he had, by his own acknowledgement, been more task-driven in times past and had a habit of "over promising and not being able to follow through with my word." Later, John commented that because of his portfolio leadership plan he had noticed a change: "I have been keeping my word and I have been avoiding situations in which my word would have to be broken." John added,

[I am learning to be] more relational (and knowing that is the main reason I am in leadership). Allowing freedom and even stepping back from planning things to decrease the likelihood of “marrying” my plans. I want to work towards gaining authority and respect within my leadership team.

Kim mentioned in her portfolio that an interview with a local business leader revealed an understanding of the Transformational Leadership principle of Individual Consideration.

Kathleen had a similar experience with a teacher in the community who was transformational in the classroom. Kathleen relates this story:

Just like Jesus, [businessman] looks for employees and followers who are passionate and growth-oriented. He finds that passion cannot be taught. Those with passion are more resilient and are able to weather storms without losing hope and the desire to keep pressing on. [Businessman] also believes people who are continuously striving to grow are more easily able to achieve more. A continuous search for feedback and moving forward is something that keeps your personal development moving in the right direction.

Sub-Question 1 Findings:

Sub-Question 1 explored the Transformational Leadership principle identified in the literature as Individual Consideration. Upper-class undergraduate business students identified their professors’ personal and interpersonal skills by how their faculty took an interest in them in the class. This involvement with them included being approachable, challenging them individually, knowing their names, and showing interest in them. They also commented about professors assisting them as they worked through personal problems.

These student observations mirrored the implications of Transformational Leadership's emphasis on Individualized Consideration. In essence, Individualized Consideration consists of leadership behavior that demonstrates concern and care for others (Bass & Riggio, 2006). The participants continued to recount their interaction with faculty in the classroom as they answered the second sub-question as it addressed the business faculty's modeling of communication skills.

Sub-Question 2. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's communication skills in the classroom?

The second sub-question addressed the Transformational Leadership skill of Inspirational Motivation explored through the TLSi as Communication. Four themes emerged from this sub-question.

Theme 1: Professors being available to them

This emerging theme produced six references from three sources. Jane discussed communication by noting that when she contemplated the characteristics of her professors at WJU, she recognized communication as a professor's availability to students. She said it this way:

With communication, I realized today that our teachers, how much they want to communicate, because I didn't notice until this semester how many professors gave us their cell phone numbers. And that actually meant a lot to me, just to [know I] can contact one of my professors, like, no matter what, "you can call me anytime and I'll answer any questions that you have."

Jane, unlike most students, had experienced significant challenges with her health, yet she had never expected to be treated with favor. In fact, she felt that she wanted to show

her professors that she was committed and desired to do her best. She was encouraged to know her professors were available to her at times when class was not in session, especially as she was missing the classroom experience occasionally because of illness.

Gail noted this same difference but with a focus on faculty members' willingness to continue the classroom dialogue until the student clearly understands. She explained,

I know for me, my instructors, usually they'll go through your homework or a topic and ask if there's any questions, and they move on. But as soon as a student raises their hand and goes, "I don't understand this," or "Could you explain it in more depth," then they will go in depth until the student understands what they're talking about, and if they still don't get it, that they can always set up an appointment outside of the classroom.

Gail summarized her professors in this way: "They're there for the students and helping the students understand things." This classroom modeling noted by Gail was echoed by others. Kim, for instance, made this observation during the first focus group:

At the end of doing the assignment, we would turn it in, and in class we would have our own discussions, and then we would try to come to our own conclusions based off of our perceptions of the case study. Then our teacher would walk around during our discussions in our smaller groups and would suggest other viewpoints and things, of which, maybe, we hadn't thought, so I thought that was one of the really valuable ways he communicated [by] allowing us to do our own thinking for ourselves and then inserting other ideas to help us kind of see things in another light. So I saw that as a really, really helpful thing that he did in terms of communication.

An academically strong student, Kim stated that she values this communication trait. This modeled the level of interaction she expected and was pleased to find in her business classes.

Theme 2: Professors taking time to personally connect

The researcher noted the participant responses to this question were slower and more deliberate. More specifically, there were some parallel responses in which students noted communication skills felt at various levels of interaction. The statement “students experience their professors’ communications skills by professors taking time to personally connect” scored eight responses from seven sources. A few respondents, including Steve, noted that for communication to keep them engaged in the classroom, it must be personal:

At the very beginning it seemed like a heavy workload and little communication to explain what’s due when, why is it due, what is the overall meaning of each assignment in the course. It just kind of seemed very sporadic and random to me at the beginning....but at one point [the professor] recognized that I was having a couple issues in [the] course, and [the professor] reached out to me personally, and we actually had a great conversation, and not just about the class, but about my life, and [the professor] got to know me a little bit. And I have had several classes with [the professor] since that class that I have, like, just been leaps and bounds beyond where I was. . . .

This student processed what the professor was attempting to communicate with the course subject matter and used that to progress to a personal connection with the professor. As Steve related this story, the researcher noted that Steve appeared to understand himself and the classroom setting as most profitable for him when his

professor initiated the contact. He noted it did not feel as authentic if he, as a student, initiated the contact.

Mark, a transfer student with 18 courses completed at WJU, described the personal care from an alternate perspective. He was not only able to address the communication issues from personal interaction but also added to the discussion of communication and personal care with his comments about a clearly written course syllabus. He suggested, "If the procedure in the class is not clear to me, then there is already a problem." Mark stated that the clarity of written communication in the classroom sets the stage for the professor's ability to lead well.

During the focus group four interview, Lori was willing to concede to Mark's point but also added,

If a professor has good communication skills, he not only is able to within the first couple of weeks give you an idea of who he or she is but also try and figure out who you are and how to work better as a team. So, if you have a professor that is able to communicate with individuals differently because of the different personalities they have, then you have a better understanding of what is going on in the class or how to approach a professor with communication issues throughout the syllabus or the book or what he is saying in lecture or something like that.

Both Mark and Lori brought a similar concept forward regarding communication in the classroom. Leadership begins with a professor clearly defining the path of the course early in the semester and sticking to it. At no point in any of the focus groups or individual interviews did anyone state this was less important or not important in the professor-student classroom experience.

Theme 3: Professors allowing independent thinking

These student observations mirror the implications of Transformational Leadership's emphasis on Inspirational Motivation. The theme was found four times from three sources and had a specific focus on leadership behaviors that motivate individuals to try harder and exert extra effort to achieve their desired goals. This process aligns with the Transformational Leader's goal for leaders: followership motivation (Bass & Riggio, 2006). Kim gave a summative response to communication in the classroom with her statement:

So I thought that was one of the really valuable ways he communicated, was, allowing us to do our own thinking, for ourselves and then inserting other ideas to help us kind of see things in another light.

The participants explained that when faculty lead in the classroom by relational connection and clarity of thought, they inspire students to embrace possibilities for themselves and for their careers. John reported on the impact of his coursework and his future business practices with this statement:

I am more comfortable with formal communication, that is to say, communication with a clear purpose. Though there is clearly value in informal communication, small talk, etc., I am more engaged in factual and purpose-driven communication.

John admitted he tended to be a high-task individual, yet because of his work in the class, he had learned to be a transformational leader. His leadership portfolio recorded this comment:

Transformational leaders seek to improve the quality of their followers' lives by assisting them in reaching their full potential as individuals. What could be a more fulfilling leadership disposition?

John's statement made a direct connection between the intent of the Management Leadership course, the business department's learning goals, and the mission statement of the university.

Kim took a different trajectory with her portfolio comments about her leadership style:

High structure and low consideration is the category in which I believe I fall at the moment, though I have been working to move into another quadrant. My goal is to be in the high structure and high consideration category, understanding that I need to invest more in relationship with others. . . . I have been a results-oriented person for my leadership career, and look forward to improving in my relationally oriented side of leading.

Kim's self-awareness aligned with the course objective for students to "assess their strengths, weaknesses and commitment to an effective Christian leadership style, and synthesize course theory and concepts in a description of their own leadership capabilities."

Theme 4: Professors giving examples from their lives

Another theme that arose from the question on communication was the value of "professors giving personal examples from their lives." This theme surfaced six times from four sources. For Duke, communication moved from interaction between students and faculty to faculty illustrating leadership with stories from their experiences or the

experiences of others. When a professor gave a living example of the course material's application, this resonated with him. He spoke of one such professor:

He really took time to communicate well...he's reflected back on his experiences.

It was a great representation. So maybe not necessarily the [only] way, that is telling stories, but just his commitment to doing so.

Kathleen, when addressing her leadership style, came to understand her communication preference:

I like spoken communication, especially storytelling. No matter the means of communication, I can understand better when it is in a story. I find myself more interested and focused on memories and analogies.

Many of her peers agreed in the interviews that faculty influence students significantly through giving personal examples as applicable to the topic. While Kathleen was not part of the interview process because she did not meet the sample criteria, the researcher utilized her leadership portfolio in exploring Transformational Leadership modeling in the classroom.

Sub-Question 2 Findings:

Question two explored the Transformational Leadership principle identified in literature as Inspirational Motivation. This question produced responses related to the professors' communication in the classroom. The students listed several ways they noted communication: professors being available, professors taking time to connect with them by working through course material, professors allowing independent thinking, and professors using examples from their lives in the business world to help students understand their own potential responses as they face challenges in the workplace. The

third sub-question probed the classroom experience as students reflected on character and integrity as exemplified by their business faculty in the classroom.

Sub-Question 3. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's character and integrity?

The third sub-question comes from Transformational Leadership's skill of Idealized Influence and is identified in the TLSi as Character and Integrity. Exemplifying character and integrity is foundational in the Christian faith and within Christian higher-education practice (Griggs, 2010). The business students provided data resulting in three themes. Each theme was chosen as representing a nuance derived from focus groups and individual interviews as well as artifacts and observations.

Theme 1: Professors being trustworthy

Opening the third sub-question with the participants produced some discussion with participants as to what is meant by character and integrity. At one point the researcher attempted to place the topic of character and integrity contextually when he asked the students what role trust played in their perception of character and integrity. Their responses resulted in a theme titled "professors being trustworthy." Participants communicated that trust in or trustworthiness of their professors helped them to want to receive guidance from their professors. This guidance included trusting professors to guide their choices in the business field, including giving direction on internship possibilities. Kenneth described it this way:

For me, trust is pretty huge, especially when it comes to a professor. I know I can trust the professors here to keep that confidentiality when I have to discuss something personal with them or I'm coming up to have a summer internship and

I'm starting to talk to some business professors. If there is any connections that they know of business internships in the field that I'm looking at in finance, I know all the professors are well-connected, so I know that I can trust that they will have my best interests when trying to look for an internship for myself. They want to see . . . the students go very far.

Gail took the idea of trust as it relates to character and integrity and integrated it with all of her personal communications with her faculty. She made this connection:

If you don't trust somebody, you won't communicate with that person. So trust for me, especially like when I was sick with [disease], whatever was said between me and my instructors, it's not stuff that just went around and people, like, go, "Oh, hey, you're that person." So trust is a huge, huge thing for me.

While the students noted character and integrity as traits that were modeled for them in the classroom by their business faculty, they also noted the need for trust in their interaction with faculty. Steve brought the discussion full circle with this statement:

I have always felt that I can trust any of my teachers that I've had in the business program here. I think a lot of that comes from the fact that they're open with their own personal lives and connecting stories to the material that they are teaching in class from their work experience . . . which helps me trust them a lot rather than someone who may have just been in academia their entire life.

This quote captures what many students identified as the value they placed on the experiences of their faculty, specifically as seasoned business people, integrating their Christian tradition and ethics with real-life application. One of the surprises was this comment by Jim:

One of the things that really stands out to me about all of the professors that I've had in the business department here is that they could be making so much money somewhere else, and they choose to be here because they truly love it, and they want to invest time in teaching the next generation how to be better people. This insight came from others as well, but Jim was the first to articulate it. This student perception was identified by many students within the context of how faculty had shaped their view of leadership.

Theme 2: Professors inspiring them to live with integrity

In response to how they experienced faculty displaying these qualities in the classroom, the students reported that “professors inspiring them to live with integrity” in the classroom spoke to their understanding as to what character and integrity meant for them. A total of 11 responses from seven sources laid the foundation for this emerging theme.

For all participants, integrity and character had a direct tie to the expression of faith principles associated with a Christ-centered education. Kim expressed it this way:

For most of my classes, professors would always start it off with prayer, and so, leading a class starting with talking to God and asking him to bless our time together. I think that that was one way that they showed that God needs to be the focus of anything you do in leadership, in life, whatever it is.

The business students connected character and integrity, which are often associated with how people interact socially, to the act of prayer. The research question itself did not imply or lead the response, but in their minds they associated these virtues and the practice of corporate prayer together. Jim agreed with Kim and remarked, “My instructors pray every time [class begins] and they ask us if we have anything we would

like to pray about . . . and they relate this to our coursework [and our jobs].”

In one section of the portfolio, students were asked to rate their personal sense of ethics as it pertains to their desired business practices. In their leadership portfolios, all three students rated integrity and issues of character as among their highest personal values (see Table 9). The following data surfaced in this random selection of portfolios.

Table 9

Table of Top Personal Values/Leadership Portfolio

John	Kim	Kathleen
Glorifying God alone with every action, thought, word, and deed	Integrity and Honesty	Integrity in making decisions
Love	Service (servant leadership/customer service/serving team members)	Merciful but convicting (Setting goals high)
Truthfulness in speech	Hard work/Improvement	Passionate
Integrity in dealings	Accountability/consistency/self-aware	Dedication
Understanding and Empathy	Evaluation of sales and company (consistency and self-awareness)	Passion accompanied by positivity & lightheartedness
Valuing my Fellow Man	Passion for field and work	Teamwork and collaboration/respect
Servanthood	Patience and grace	Communicate with excellence
Progressing		Compassion and understanding/patience/forgiveness
Persistence		Social responsibility
		Equal treatment

The students revealed a similarity in the value placed on character and integrity in the workplace. This triangulated with the findings in the focus groups and the individual interview data.

In the fourth focus group, the researcher presented a specific follow-on question regarding a hypothetical employment situation: “Would you want to work for your faculty members if you found yourself applying for a job under them in a business?” All participants said without a doubt they would be willing to have their faculty as a boss. The students could perceive of their professors as leaders in business, and ones worth following. Participants in all group interviews as well as in individual interviews noted the integration of faith and business. It is unclear whether this question would have yielded the same results if it had been posed at the beginning of the interview process.

In like manner, while observing a classroom, the researcher found evidence of classroom pedagogy and faculty-student interaction that the students identified as impactful during the focus groups and individual interviews. For example, the professor began the class with an inspirational time of reflecting on the life of Horatio Spafford, a businessman from 150 years ago. The man had lost his entire family tragically and yet found the courage and integrity to carry on; he captured this ability in the writing of the hymn “It is Well with My Soul.” The researcher observed that students connected to the story and the point at which the professor was driving. The students mentioned this professor in focus-group and individual interviews as exemplifying the role of faith and business in the classroom.

Theme 3: Professors telling stories of moral choices they have faced

The theme “professors telling stories of moral choices they faced” attempted to capture this experience. The theme came from eight references found in four sources.

Perhaps Jim stated this most clearly when he relayed the story about a professor's job search during a particularly difficult time financially.

He [faculty] was in a situation where he wasn't [in a position] to turn down a job because his car was breaking down, he was living with a buddy, but at the same time he said what they wanted him to do was immoral, and it may or may not have been illegal . . . so he found it better to refuse the job and to honor God.

Students repeatedly expressed that personal stories told in class by the business faculty made a significant difference in their understanding and appreciation of character and integrity and the interplay of these virtues in a business setting. Lars gave this example from one of his business professor's lectures:

[First] for a business graduate if you have a high level of ethics even though you cannot really quantify it. . . . it is one of your greatest assets. . . . I think you do not do anything that you know will hurt someone else even if it means that you get ahead. Even if you are following the rules and you are doing something according to the law or whatever, if you do something that hurts somebody else's career or makes them lose money or whatever, you do not do that, no matter what.

This comment contains a good summary of many students' perceptions of character and integrity modeling in the classroom by their business faculty. In addition, Kelsey responded to the same question regarding character and integrity with this statement:

And, I've noticed that as my education has progressed, I've integrated God more and more into my work, so that, like, when I was a manager, I really wanted to, like, be as fair as possible. . . . because my professor had taught me to glorify God is to make sure that everything is fair. . . and, people actually, in my job, they're always [saying] "You're such a hard worker. How do you work so hard?" They

noticed it. And it was because of all these professors, explaining what a godly and integrity-filled businessperson is like.

Kelsey made the connection of the classroom modeling of character and integrity by professors as impacting her own workplace ethics. Kelsey's comment, made with a tone of confidence and pride, came after she had sat rather quietly during most of the group interview.

John recorded in his leadership portfolio that he was influenced by the community leader he interviewed:

I realized that my leadership purpose is to develop human beings to reach their full potential, to the best of my capabilities. Finally, I got a better idea of what kind of leadership situation I want to find myself in someday. I want to be in a teacher or mentorship leader position, a pastor position, and, potentially, a management position. These, however, will only come about after years of hard work through "leading up," leading by example, and paying my dues.

John was impacted by the Transformational Leadership principle of Idealized Influence. He sees himself as an influencer even with those above him. To own one's influence and to use it wisely is a key to providing leadership that is truly transformational as opposed to what others have referred to as pseudo-transformational leadership (Bass & Riggio, 2006).

The student portfolios listed several insights the students gained that relate directly to Sub-Question 2. John gave this reaction to the class: "The most valuable part of this course, to me, was the integration of faith in leadership." This statement exemplifies the course objective, the business division's learning goals, and the university's mission statement to educate transformational leaders to the glory of God.

Sub-Question 3 Findings:

Question three explored the Transformational Leadership principle found in literature as Idealized Influence (Bass & Riggio, 2006). The upper-class undergraduate business students remarked that their professors were trustworthy; this understanding included their professors' ability to lead them in their own career choices. They inspired them to live with integrity, and they were models of sacrifice and commitment with their personal values. The last sub-question explored how students are influenced by seeing problem-solving and decision-making modeled in the classroom.

Sub-Question 4: In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's problem-solving and decision-making skills?

Sub-question four addressed the Transformational Leadership skill of Intellectual Stimulation, identified in the TLSi as Problem-Solving and Decision-Making. Four themes emerged from this sub-question.

Theme 1: Professors appreciating different learning styles

Six references from three sources pointed to this emerging theme. Steve, a traditional senior, engaged the question of problem-solving and decision-making as he reframed such engagements as professors appreciating different learning styles:

[professor] has a much more Socratic teaching method where it's slightly informal in the classroom, but that allows us to respond to him, during those studies and it's kind of a back and forth that allows us to work out our thinking and our critical thinking about the issues that he's presenting us with.

Steve's response reflected a curiosity about the process he had observed with his professors. He complimented his business professors for allowing the students to learn a

method of processing that was essentially a critical-thinking practice. He referred to this Socratic method as allowing students “to work out our thinking.” For Steve, this dialectic teaching style was impressive and left a significant impact upon him. Jane had a complimentary comment when she spoke to learning styles:

And, I know for me, I’m not very good at math, and so when we’re getting into these really complex problems that we’re all just like why do we even need to know this, he’ll list off all of the different ways that we’ll use them in the future. He [was] really passionate about making sure that we know it and that’s not just useless information. And, I even remember last semester, he cut some assignments out, because he said, “You guys aren’t going to use these.”

Jane perceived this professor as one who was willing to work with her need, and even more so, understand what a given class might need or not need and adjust the course accordingly. Jane continued, “I remember some people said that they wanted more [specific topic] in my class, and so she immediately fixed the problem the very next semester, and immediately integrated it. . . . that really impressed me.” Jane was impacted by this action by her professors but ended by saying,

“I’ve learned now in my job [if there is] a critique and this is what people need, I effectively and quickly put it [in place], something kind of like what [the professor] did.

Jane was affirming her professor’s leadership style, and it was impacting her business practice.

Duke echoed a similar response when he said,

I think their interactions are well tailored to each individual student and that is difficult to do with a class of 20 to 25 people or 30 depending on the class. But

something that I always really appreciate is when the teacher knows each individual student well.

The context for his comment was related to how professors help students learn as they model problem-solving on their feet. In essence, the student identified the classroom as a place for modeling the transformational skill of Intellectual Stimulation.

More specifically, John wanted to highlight that in problem-solving settings, he tends to view things from his own unique perspective, and professors had flexed with him. John recalled,

[I] kind of come around the other way, which is the way my brain works. So, not necessarily difference in opinion but it is definitely [a] different way of going about it. So, I will come up with the numbers differently, or I will do the reciprocal or whatever it may be. and at first my professor is like, what are you doing, you know what I mean, but then once he figured out I knew what I was doing, it just came about from a different way, he was like, that works.

Theme 2: Professors helping them understand choices

A theme that surfaced to the question of problem-solving and decision-making was captured with the phrase “professors helping them to understand choices.” This appeared in eight references from six sources. Kenneth, a senior transfer student, remarked, “[my professors] did a very good job of trying to start making us think [about options] in that way.” For Kenneth and others, the dynamic tension caused by cognitive dissonance in the classroom expanded the students’ understanding as well as their ability to imagine problem-solving in the business world. Kenneth associated such conversations with faculty and with fellow students as preparation for real life business problem-solving. Kenneth understood these interactions as leadership modeling by his professors.

Steve described this approach in the classroom as the professor “not just feeding us the answer [but] coaxing it out of us in a way.” Steve’s comment is similar to the Transformational Leadership principle that Inspirational Stimulation helps individuals imagine new ways of doing things (Bass & Riggio, 2006).

Mark summarized how he felt about the professors’ approaches to problem-solving and decision-making this way:

I think that there are many ways to approach problems, and some different professors may have some different strategies, but most of the strategies I have heard of when I’m in the classroom, in a scenario, and maybe a case study, have been good. I feel like, while professors may have different personalities and varying beliefs if they address problem-solving it in a different way, it’s still affective.

For Mark, engaging with professors provided the right pedagogy for understanding real-world business problems. He was open to allowing professors to apply problem-solving methods in ways that aligned with their own teaching style.

In response to this research sub-question, Kim’s portfolio revealed this correlation:

Although I do get to that point of moving on, I know that I need to work on making the space between the disappointment and solution-finding a bit smaller. I will work on this by making the first words out of my mouth on the topic be about how I can adjust to the new situation.

Kim had said earlier in the portfolio that she was often driven by a high-task approach. She was now learning to move more slowly through the decision-making process, a change that was healthier for her and for others.

In observing the Operations Management classroom, the researcher noticed the professor utilized content questions, collaboration, guided practice, and application as stated in the course syllabus to accentuate problem-solving and decision-making in the classroom. Students appeared to connect with the material, especially when the professor allowed the students to practice problem-solving and decision-making with case studies and guided practices. Also, there appeared to be strong respect for the professor's knowledge of the topic, which fostered trust from students, as was identified in the interview data.

Theme 3: Professors letting them “argue” with them

Of the four themes to surface under this question, the theme titled “professors letting students argue with them” was found in five sources with six references. The exchange of ideas in an open and safe environment was important to many of the students, as identified by the theme “professors let us argue with them.” Kenneth, a senior transfer student remarked, “[my professors] did a very good job of trying to make us think about [our opinions].” This idea was echoed in many ways through the interviews. Several students noted, in both the focus groups and the individual interviews, the interplay between professors and students. John said this about challenging the status quo in class:

So I like to bring up other ideas, and they do a good at handling that. And it's not raunchy, it's not racy, or anything like that, but the ethics questions, you know, there's a lot of question marks about what, what is ethical behavior when you're trying to shut down a business and lives, they depend on your paycheck.

For John, to push beyond traditional application of business ethics and even traditional Christian responses was important for a critically informed educational experience. He

wanted to explore what happens when ethical decisions are complicated and when ethical options conflict. He continued with this comment:

So, I bring up questions about ethical principles, and they take it very well. I think it opens up discussions, and they're good at that, and they're good at facilitating that and propagating that through everybody. I really do appreciate that.

John was referenced earlier in this research as having been singled out by a professor in class because he knew John could take it. Apparently that professor saw his willingness to take the opposing position as a sign of critical thinking; at least John received it that way and, as a result, was encouraged.

Mark spoke to problem-solving with his professors over differences of opinion in the classroom. He realized there may be times when open dialogue that is contrary to what the professor has presented may end with a stalemate, and he thought that was good and sufficient:

There are some times when I believe that something is sufficient, and sometimes when a professor does not believe that it is—the same thing as sufficient . . . I get over it pretty quickly, and we—we come to some kind of compromise.

Mark believed this interaction is important, as he understood the need to move a discussion forward even while compromising with the faculty member. The student did not feel diminished by the exchange but was able to discuss it as part of his learning process.

Still within the context of problem-solving in class issues, Jim related a comment from his professor regarding his quality of work and his reaction to it:

[Professor speaking] I'm not here to be mean, but the amount of work that you're doing is not going to help you. . . . your boss isn't going to care how you feel so

much, so I'm just giving you more of a real-world experience here. . . . [Jim speaking] I think it's kind of cool to see how [the professor] was empathetic enough to recognize the complaint but then was also able to defend why [the professor] was doing what [the professor] did.

This example was unique in that it was not an illustration or case study from the professor, but rather it was the student learning directly from his professor's modeling of leadership toward him. Jim was especially animated with this topic and further explained how a professor would play the counterpoint in classroom discussions:

There [were] multiple times where he let us argue with him. It was never heated or anything, but it was a lot of fun. And he brought up a topic [of how] women shouldn't make as much as men in the business world. And he said, does anyone disagree? And you can imagine how many hands went up in disagreement. I think the majority of the females disagreed. But he would listen to arguments as well as like the other side, and he would empathize with what people were saying.

Jim was impressed and encouraged that his educational experience gave him a place to practice his critical-thinking skills with workplace issues he knew he would face in his career.

Kim's experience was similar but to a more personal point.

I knew what the professor wanted me to say. I didn't say it, and he was, I think, a little shocked because he does know my character and knows that I have certain moral standing, yet when I didn't say what he would have liked to have heard, he didn't push me towards it. Then he kind of left it at that, and he didn't really push me anymore on the topic and then moved on to another student to ask more about their opinion. The next student's [opinion] was differing from my own, but he

didn't try to pit us against each other or anything like that, so I think that he was just accepting of what my opinion was and allowed me to have my own say.

Kim felt safe in taking an opposing position from that of her professor over an issue that was significant to the student and to the faculty member. This professor apparently supported student autonomy in the classroom yet was able to move the discussion forward. The tone in which Kim delivered this statement was observed by the researcher to be appreciative of the instructor's openness.

In a similar way, Kathleen described in her leadership portfolio the struggle she had had in keeping an open mind in conflict. During this interview she expressed her own self-awareness that problem-solving can be applied to one's individual growth as well. While in the classroom students learned the leadership skill of differing with respect, the coursework enforced the need to learn openness in disagreements.

Theme 4: Professors using small groups

The final theme to emerge was the students acknowledging the value of small-group studies. Students commented that the small-groups approach made a significant impact on their classroom learning when used by their business faculty. This produced five references from four sources. In the researcher's fourth individual interview, Steve made a similar comment regarding the clear value of case studies:

And with case studies we were normally separated into groups . . . a small group of students to go over a case that has many problems that you have to discuss and try and solve. And then we present our findings or our conclusions to the class as a whole. And then as a whole in the class we will talk back and forth, and I felt like he always did a great job of facilitating because you're bound with that many

students to have differences of opinion on how we should go about dealing with specific business situations that we were presented with.

Steve was not only able to articulate the classroom value of the case studies, but he also was able to see the direct connection to business situations he assumed he would face as an employee or business owner. His response called out the interactions between students and with the faculty member, hinting at the dynamic setting that a business leader may face in the workplace.

Furthermore, during the interview with Steve, the researcher pressed the issue through a follow-on question regarding case studies and problem-solving. Specifically, the researcher asked Steve if the use of case studies by one of his favorite professors was a centerpiece of the pedagogy or just an occasional practice. He responded this way:

I think they are definitely the heart of the class. And he actually has vocalized that at the start of most of the classes that I've been in, that he wants it to be more informal, and he designs his classroom in that way so that we have that opportunity. He talks a lot about active learning and passive learning and the idea that if we are active and engaged and able to communicate with him instead of him just lecturing his notes to us . . . we'll be able to retain a lot more, and I've definitely seen that.

Sub-Question 4 Findings:

Question four explored the Transformational Leadership principle of Intellectual Stimulation. Upper-class undergraduate students expressed the classroom modeling of arguing, or bandying issues about, as significant. Furthermore, this teaching technique gave them opportunities to process business scenarios through small groups and case-study methods, identified as helpful to many students. Students noted that an engaging

pedagogical approach is important in student-faculty interactions and in students gaining problem-solving and decision-making skills.

Summary

Chapter IV reports the most significant findings of data collected through interviews, artifacts, and classroom observations related to the primary research question: In what ways are undergraduate upper-class business students influenced in the classroom by their business faculty's transformational leadership skills? This research involved 13 individuals who participated in four focus groups and seven individual interviews, six artifacts, including student leadership projects, three course syllabi, and three classroom observations of upper-class undergraduate business students at William Jessup University. The data collection and observations from the analysis provided a framework for understanding student perceptions of their faculty. Table 10 describes general findings as they related to each area of data collection.

Table 10

Summary Triangulation of Data

Artifacts (course syllabi and assignments)	Interviews	Observations	Finding Summary
Student leadership portfolios and course syllabi align with the Transformational Leadership principle of Individualized Consideration by recording how they interact with those they currently lead.	Professors are modeling the Transformational Leadership principle of Individualized Consideration by knowing students' names, challenging them, and helping them with personal problems.	Professors answered questions in a personal way, according to their knowledge of the student. Professors took time with individual students.	Business faculty modeled personal and interpersonal skills in clear and memorable ways. Students gave examples from their lived experiences with faculty.

Student leadership portfolios and course syllabi align with the Transformational Leadership principle of Inspirational Motivation by causing students to reflect on how faculty showed concern for those they were leading.	Professors are modeling the Transformational Leadership principle of Inspirational Motivation by using personal stories in the classroom.	Professors stopped to acknowledge a student's experience in front of others in the classroom. Professors moved in and out of student area. They encouraging comments, and told inspiring stories. Comments were focused on student needs.	Business faculty exemplified the leadership quality of communication through classroom activities and assignments.
Student leadership portfolios and course syllabi align with the Transformational Leadership principle of Idealized Influence as students are applying these skills to themselves and to assisting those they lead.	Professors are modeling the Transformational Leadership principle of Idealized Influence through telling their life stories and relating them to the business workplace.	Students engaged with confidence in their professors. Professor used models that inspired character and integrity.	Business faculty exemplified the leadership qualities of character and integrity in their approach to coursework and student interaction.
Student leadership portfolios and course syllabi align with the Transformational Leadership principle of Intellectual Stimulation by recording how leadership training is impacting how students will lead others and how they have observed current community leaders' practices.	Professors are modeling the Transformational Leadership principle of Intellectual Stimulation through innovative classroom pedagogy.	Professors engaged through use of personal life examples. They addressed off topic questions and took time to explain course assignments. Professors gave students real-world examples and case studies (Apex, Inc. 2013). They encouraged students to learn from failure. They used questions to pull out responses. Students worked on problems in class.	Business faculty exemplified the leadership quality of problem-solving and decision-making when working with student issues, explaining material, and exploring course assignments.

Chapter V provides a summary of the major findings from the data analysis in Chapter IV, along with conclusions resulting from the findings, implications of the data, and recommendations for further research. Chapter V concludes with summation remarks and reflections from the researcher.

CHAPTER V: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this ethnographic study was to explore how undergraduate upper-class business students at William Jessup University are influenced in the classroom by their business faculty in their development of Transformational Leadership skills. The TLSi (Larick & White, 2012) provided the lens through which data were coded and analyzed.

This chapter begins with a restatement of the purpose statement, the research questions, the research methodology, and the data collection and analysis process. Next, a synthesis of the data collected from focus-group interviews, one-on-one interviews, observations, and artifacts is provided. The collection of data and consequent conclusions describe the experiences of undergraduate business students at William Jessup University. This chapter uses narrative descriptions and tables to present the data collected.

The theoretical framework for the research was the theory of Transformational Leadership as expressed by questions taken from the Transformational Skill Inventory designed by Larick and White (2012). The process involved gathering information-rich data from interviews, observations, and artifacts.

Beginning with the purpose statement and the research questions found in Chapter One, the researcher includes a full description of the data, major findings, conclusions, implications and recommendations for future research.

Research Questions

The following central research question and sub-questions provided the basis of data collection, including data from interviews, artifacts, and observations:

Central Research Question

In what ways are undergraduate upper-class business students influenced in the classroom by their business faculty's transformational leadership skills?

Sub-Questions

1. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's personal and interpersonal skills?

2. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's communication skills?

3. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's character and integrity?

4. In what ways are undergraduate upper-class business students at WJU influenced in the classroom by their business faculty's problem-solving and decision-making skills?

The methodology of this ethnographic study included collecting data regarding the perceptions of upper-division undergraduate business students regarding their faculty as transformational leaders in the classroom. Their lived experience was explored through the lens of 4 of 10 domains of the Transformational Leadership Skills Inventory (TLSi) designed by Larick & White (2012). The four domains include personal and interpersonal skills, communication, character and integrity, and problem-solving and decision-making. These four domains reflect the characteristics that rate among the most highly desired skills of business leaders according to research reported by the Harvard Business Review

(Folkman, 2014). The upper-division business students were chosen from one Christian university located in Northern California, holding membership in the Council for Christian Colleges and Universities.

From a population of 80 upper-division students, the researcher utilized purposive criterion sampling to generate 13 individuals who made up the research sample. Using Nvivo software, the researcher gathered and coded data from focus-group interviews, individual interviews, classroom observations, course syllabi, and student coursework artifacts. The resulting themes were identified and addressed in Chapter IV.

Major Findings

From the data collected through interviews, artifacts, and observations, the following themes emerged as a way to capture the educational classroom experience for upper-class undergraduate business students.

Sub-Question 1 Findings

Question one explored the Transformational Leadership principle identified in the literature as Individual Consideration. Upper-class undergraduate business students identified the personal and interpersonal skills of their professors by how their faculty took an interest in them in the class. Themes included the professors being approachable, challenging the students individually, assisting them at times as they worked through personal problems, knowing their names, and showing interest in them. These student observations mirrored the implications of Transformational Leadership's emphasis on Individualized Consideration. In essence, Individualized Consideration consists of leadership behavior that demonstrates concern and care for others (Bass & Riggio, 2006).

Sub-Question 2 Findings

Question two explored the Transformational Leadership principle identified in literature as Inspirational Motivation. This question produced several themes related to the professors' communication in the classroom: professors being available, professors taking time to connect with them by working through course material, professors allowing independent thinking, and professors using examples from their lives in the business world, thus helping students to understand their own potential responses as they face challenges in the workplace.

Sub-Question 3 Findings

Question three explored the Transformational Leadership principle found in literature as Idealized Influence (Bass & Riggio, 2006). The upper-class undergraduate business students made comments that resulted in specific themes: their professors were trustworthy, which included their professors' ability to lead them in their own career choices, their professors inspired them to live with integrity, and they were models of sacrifice and commitment to their personal values. The last sub-question explored how students are influenced by observing their professors as they modeled problem-solving and decision-making in the classroom.

Sub-Question 4 Findings

Question four explored the Transformational Leadership principle of Intellectual Stimulation. The responses of the upper-class undergraduate students produced significant themes: professors modeling different learning styles, professors helping their students understand choices, professors letting them argue with them, and professors using small groups as a teaching technique. Students noted that an engaging pedagogical

approach is important in student-faculty interactions and in students gaining problem-solving and decision-making skills.

Unexpected Findings

The undergraduate business students at William Jessup University who were involved in this study indicated that they had been significantly impacted by how their professors modeled leadership in the classroom. While other studies have highlighted the value of transformational leadership modeling in the classroom, limited research exists that explores student perceptions of their faculty as transformational leaders (Pounder, 2008b). Unexpected findings included two data points related to their classroom experience.

First, students were significantly impacted by their business faculty's care for students. The students defined care as faculty getting to know the students personally and interacting with them. This care included the modeling of faith and business integration by praying before class began. A student responded, "I think that [this] was one way that they showed that God needs to be the focus of anything you do in leadership, in life. . . ." Also, the researcher was surprised by the way the students felt the personal care they experienced impacted their own leadership development. One student explained, "They've helped me achieve a self-awareness of what my style is, and I think that is . . . invaluable."

In addition, on multiple occasions, students contrasted their personal connection with their faculty with both their community-college and public-university experiences. During a group interview, one individual said it this way: "A lot of what I have learned about integrity is from the professors here more than anywhere else." He further commented, "The professors want to talk to you. They are available and much more

personal and just everything is better.” Personal care does align with the literature-review data that undergraduate students desire mentoring and learn best when it occurs (Brown & Posner 2001; Parks, 2005, Astin & Astin, 2000; Pounder, 2008b).

Having taught exclusively in a private Christian university for nearly 20 years, the researcher was unaware of student perceptions and the contrast in their experiences in the classroom environment of other higher-education institutions. One participant did comment that he knew of some professors at state schools who connected personally with students, but that it was rare in his experience. Considering the fact that over 60 percent of the research participants had previous higher-education experiences, this finding was significant and noteworthy.

Conclusions

The data from this study produced the following conclusions regarding the perceptions undergraduate upper-class business students have of their faculty as transformational leaders when considered through the lens of the Transformational Leadership Skills Inventory’s four domains of personal and interpersonal skills, communication, character and integrity, and problem-solving and decision-making.

Conclusion 1: Students see the greatest growth in their development of leadership skills when faculty consistently model personal and interpersonal skills in the classroom.

When professors connect with students through meaningful personal interaction, students learn the essential leadership skill of valuing followers. The findings contributing to this conclusion included statements that professors (a) knew the students by name; (b) were approachable and showed interest; and (c) challenged students to

excel. Most importantly, this category of emerging data provided the highest level of source and reference combination of all data collected during the research process.

Conclusion 2: Critical growth in leadership skills occurs when faculty value students as unique and individual learners.

From this same category of personal and interpersonal skills came another conclusion: When professors nurture students individuality as part of the classroom pedagogy, students understand essential personal and interpersonal leadership skills. Surprisingly, this conclusion was the result of both positive incidents of inspiration and times when faculty cared enough to confront the students and expect them to work up to their potential. Equally important, this modeling found an avenue of expression in the way the students were consequently treating their own followers. The faculty knowing students as persons and knowing the students' potential drove this emerging conclusion.

Conclusion 3: Students experience an exciting learning environment when faculty go beyond the curriculum to motivate and inspire students to take risks and become divergent thinkers.

When professors communicate personal stories, students make essential connections with the curriculum and with real-world challenges. The findings contributing to this conclusion emerged as (a) professors being available to them; (b) professors taking time to personally connect; (c) professors allowing independent thinking; and (d) professors giving examples from their lives. The highest-scoring theme contributing to this conclusion was exemplified in the idea that the motivation for students to learn and expand their leadership abilities came from professors taking time with them. The researcher sensed that each participant offered this insight from a deep sense of gratitude to his or her professors.

Conclusion 4: Students expand their critical communication skills when faculty demand independent thinking through problem-solving.

Another conclusion within this same category is expressed in the idea that when professors stimulate independent thinking, students are able to expand crucial leadership communication skills. The students articulated that their faculty helped them gain this essential skill for transformational leadership formation through working individually, student by student, and through small-group settings when students' opinions were challenged and expanded by their interaction with the professors. Students felt this approach allowed a safe environment in which they could see things from another angle.

Conclusion 5: Students are inspired to excel in ethical leadership when faculty model Christian ethics in the classroom.

When professors exemplify character and integrity in the classroom, students discover their own leadership ethics and values. Data emerging to support this conclusion were found in three themes: (a) professors being trustworthy; (b) professors inspiring them to live with integrity; and (c) professors telling stories of moral choices they had faced. The data here reflected a variety of illustrations from most participants. Some of them came from the professors' own stories while others, more importantly, came from the students' own leadership experiences that were directly impacted by how their professors modeled character and integrity. This data represented 65 percent of participants providing stories and anecdotes to support their perceptions.

For example, two students told stories of how they chose to act with integrity in situations in the workplace. They explained that they would not have responded in such a way had their professors not modeled ethical behavior in the stories they told in the

classroom setting. The researcher noted a strong sense of pride of accomplishment as these stories emerged from the interviews and artifacts.

Conclusion 6: Students develop problem-solving skills when professors model how business leaders think critically and make decisions.

Findings that exemplified this conclusion include (a) professors appreciating different learning styles; (b) professors helping students understand choices; (c) professors letting students “argue” with them; and (d) professors using small groups. Students reported they are a work in progress and need professors to understand this dynamic and, as a result, to use their individual teaching styles to connect with the needs of the student. It should be noted that at no time did any research participant express an attitude of entitlement or privilege when describing his or her desire for faculty to connect individually; rather the attitude was one of gratitude and amazement that faculty were able to accomplish such connections.

Implications for Action

The literature review supporting this research explored the intricate connection between student learning outcomes and professors’ leadership influence in the classroom. The implications listed here intend to address potential best practices for forward-thinking higher-education leadership educators, whether at the research site or beyond within the broader purview of the CCCU system. While this study did not specifically address higher-education administration and those who direct the co-curricular learning environment, there may be a need for collaboration with all other campus educational support systems.

Implication 1: It is recommended that universities focused on leadership education consider an endowed leadership institute where faculty and students can work together to further develop leadership skills of business students and alumni.

As leadership educators, professors need regular and sustained training to ensure they model and implement implicit outcomes and state explicit transformational leadership outcomes for their students in the classroom. Christian higher education holds a unique place in the post-secondary student experience. With smaller class sizes and a culture that embraces personal relationships between faculty and students, it is imperative that those who lead in the classroom maximize their impact by modeling leadership principles. Admittedly, this behavior may not come naturally for some faculty members. Moreover, some faculty may not embrace the leadership educator mantle as the primary purpose of the classroom environment. The literature review, as well as this research data, speaks to the strong need for leadership education.

Scaffolding the leadership-educator model with current faculty practices should be approached gracefully, with student outcomes as the essential driver for change. Faculty are often drawn to the profession by the lure of freedom in the classroom. Palmer (2015) suggests that “[the] conversation will happen only as people are surrounded by expectations and invitations from leaders about new ways to use their freedoms [in the classroom]” (p.2). A leadership institute could be an excellent place to explore and expand leadership culture between faculty and students and may find immediate application in other undergraduate programs outside of the business program.

Implication 2: It is recommended that leadership educators be given academic and budgetary support to develop as exceptional leadership educators through organizations such as the Association of Leadership Educators.

As leadership educators, professors must hone their interpersonal skills in order to model how leaders and followers build connections. As the literature review revealed, the field of communication may prove helpful in this regard.

For example, understanding the role of immediacy and presence in the classroom and how this should be initiated by the faculty member could prove essential for developing leadership educators (Harvey, Royal, & Stout, 2003; Hoehn, 2008; Lyons, 1995; Pounder, 2008a; Riggio, 2010). Supporting faculty leadership development must be a priority in order for university learning goals and student outcomes to meet the demands of producing globally focused transformational leaders.

Implication 3: It is recommended that leadership educators be given administrative support to develop and engage in formal mentoring of business students for personal and business success through guided experiences and career exploration.

As leadership educators, the faculty should have regular opportunities that prepare them for effective modeling of personal and interpersonal skills to millennials. In traditional undergraduate education, the stakeholders are primarily those coming from the social sector referred to as “millennials.” This research, done primarily with millennials, identified that students are deeply influenced by connecting with those whom they perceive to be in authority. While most agreed there is an age difference between most faculty and the students, the students acknowledged that faculty can bridge the cultural/social differences. This happens when faculty take the time to listen to students and show interest in their concerns, whether they relate to the course curricula or to personal issues facing students. Faculty must be provided with the time to interact with

students outside the classroom as a significant part of students' transformational leadership development.

Implication 4: It is recommended that leadership educators be given funding for professional development opportunities to explore innovative classroom leadership education strategies.

As leadership educators, professors must include purposeful classroom opportunities for students to explore independent thinking, while at the same time maintaining personalized interaction, in order to build students' leadership capacity in communication. Effective leadership educator training must involve a broad discussion on how small groups, peers teaching peers, case studies, and other collaborative pedagogies best promote leadership modeling. For example, Wallace, Walker, Braseby, and Sweet (2014) suggest this kind of connection happens well in the flipped classroom environment. This educational approach might prove useful for an active, collaborative learning experience for leadership educators. Faculty must have regular exposure to the most innovative leadership education techniques to maximize skills in transformational leadership development.

Implication 5: It is recommended universities consider hosting yearly leadership ethics seminars for students and the community to experience theories and models of leadership that exemplify moral and ethical excellence.

As leadership educators, professors must provide models of moral character in order for their students to build the leadership habit of ethical conduct. The research revealed students do see their faculty as mentors when they are seeking to understand real world implications as they relate to moral and value-based conduct. Faculty might consider how modeling real-life ethical decisions can be addressed with their particular

field of interest in mind. Whether it be through the use of historical figures, current events, or personal stories, students need examples or “bridging” experiences to best connect the curriculum with positive student outcomes. Faculty joining with noted experts in faith-based business practices would assist students to explore the Transformational Leadership skill of moral and values-based leadership.

Implication 6: It is recommended that universities sponsor monthly co-curricular opportunities for students to engage with professors on issues related to faith, business, and moral leadership.

As leadership educators, professors must teach with authenticity in order for students to build the leadership practice of aligning one’s life with one’s profession. In their responses in the interviews, the students identified this trait as apparent the first day of class. For 15 percent of the students, it meant having a course syllabus that was accurate and clear. For others, it meant their professors engaged the class on a level that was authentic and sincere. Evidently, leadership educators are delivering leadership modeling from the moment the student engages with the course syllabus, and it continues throughout the course. In addition, this authenticity contributes to the overall trust students have with their faculty. Faculty build relationships over a variety of curricular and co-curricular experiences, and these opportunities can be enhanced by structured gatherings for faculty/student connections.

Implication 7: It is recommended that teaching skills associated with the field of communications be incorporated into the orientation of new leadership educators to assist faculty in rebranding the classroom as a place for modeling leadership.

As leadership educators, faculty impact students with their communication skills. The research revealed that when students relax and feel connected, the learning

environment becomes a place of relational connecting. Bolkan and Goodboy (2011) noted the key connection between viewing the classroom as an organization and displaying the interpersonal skill of showing interest in students through using humor, availability, and caring. Faculty conversations during the orientation process set the stage for rebranding the classroom as a place for modeling leadership.

Implication 8: It is recommended that Case-In-Point experiential learning be presented as part of the new faculty orientation process and also offered to existing faculty through workshops so that faculty can then provide students with more experiential learning focused on leadership.

As leadership educators, professors must motivate students to develop problem-solving skills in order to build workplace leadership confidence. To impact students with this Transformational Leadership skill, faculty must acknowledge and appeal to the different learning styles for their classroom presentations. This variety will mean giving students a safe place to argue about ideas, to explore the consequences that can arise in decision-making, and to work with case studies that give real-world application. Faculty will need to structure class time that allows for the unknowns of the learning environment. Parks (2005), when describing Heifetz's method at Harvard Business School, addresses this skill as Case-in-Point experiential learning. This teaching methodology presumes that what goes on in "the classroom itself is an occasion for learning and practicing leadership" (p. 7). Parks goes on to say, "The class also has a clear and challenging purpose—to make progress in understanding and practicing leadership" (p. 7). Faculty exposure to classroom processes that enhance leadership development during the orientation process assists in developing a leadership culture in the classroom.

Recommendations for Future Research

This study possessed limitations that provided the parameters of the research. The limitations included the fact that the data reflects one Christian university in Northern California. Second, the sample population was limited to business department upper-division students. No attempt was made to include the broader student body. Third, the findings reflect student experiences that were limited to classroom interaction with business faculty only. In the light of these perimeters, and considering the findings of this study, the following recommendations for further research are presented:

1. Conduct a quantitative study of similar undergraduate business programs within the CCCU utilizing an established tool such as the Multifactor Leadership Questionnaires (MLQ). Providing student data on leadership development may assist other CCCU schools in developing more effective student leadership course objectives for the classroom.
2. Conduct a longitudinal study to provide data that measures the impact of the classroom over the course of an undergraduate's educational experience. This data would assist other CCCU schools that list leadership development in their mission statements with designing and implementing student leadership learning goals according to undergraduate rankings.
3. Conduct a qualitative study that focuses on faculty perception of leadership training within the classroom setting. This study would give researchers a baseline from which to compare and contrast this research with faculty leadership learning outcomes in the classroom.
4. Conduct a quantitative study that examines the entire campus impact, curricular and co-curricular, faculty and staff alike, regarding undergraduate student leadership

development. This study might include gathering data from alumni from several schools within the CCCU. Such quantitative studies could assist universities in preparing a collaborative campus-wide program in student leadership development.

5. Conduct a quantitative study that explores undergraduate leadership development within the online learning environment. This study could explore current upperclassmen within a given program or, by focusing on alumni and their perceptions, providing a comparable online leadership learning baseline at universities that offer online leadership programs.

6. Conduct a qualitative study that focuses primarily on adult learning and adult learners' experiences with leadership development utilizing an andragological framework. With a growing adult population of learners who are already engaged in leadership positions within industry, understanding the classroom leadership environment for this sector of returning students could prove helpful in maximizing workplace preparedness.

7. Conduct a mixed-methods study utilizing all 10 domains of the TLSi with similar populations. This study would provide a broader understanding of Transformational Leadership development within undergraduate programs across the CCCU school system.

8. Conduct an Action Research-based study to produce a data-driven collaborative analysis exploring the alignment of CCCU school mission statements, organization learning goals, and student outcomes with a focus on leadership development.

Concluding Remarks and Reflections

Transformational Leadership continues to be a highly regarded leadership theory. This study explored the impact of Transformational Leadership through the lens of four domains of the Transformational Leadership Skills Inventory (TLSi) as experienced in the classrooms of a Christ-centered higher-education university.

Many higher-education institutions have specific leadership development programs that produce highly trained and globally effective leaders. This research, however, focused not on developing a leadership program, but rather on exploring how one university has embraced a “culture” of leadership education in undergraduate business classrooms. A culture of leadership means more than implementing instructional techniques. It implies a reframing and embracing a model of preparing oneself, and the classroom curriculum, for intentional and strategic student leadership development. Faculty have leadership influence, more influence than they often embrace, to transform the next generation of global leaders. One way this influence is exercised is through modeling a culture of leadership education in every faculty/student interaction.

The process of exploring student perceptions of leadership modeling significantly affected the researcher. It is one thing for an organization to rate itself on how well is it doing in leadership development, but quite another to allow its primary stakeholders to weigh in with their experiences. Hearing students tell stories of the classroom experience was not only inspiring, but also ignited the researcher’s passion to continue to explore the untapped possibilities of leadership education. It is the opinion of the researcher that while the definition of a classroom has changed since the incorporation of the online teaching environment, the need for human touch and mentoring remains paramount in leadership education. This study has inspired the researcher to continue to explore the implications for higher education.

Having worked in higher education for three decades, the researcher is forever indebted to the countless number of students who have influenced his personal and professional journey as a leader and as an educator. If this study contributes to a better understanding of the centrality of the classroom for leadership modeling, the researcher

will consider it a small gift to those who have already entered leadership roles, as well as to those future leaders yet to be educated.

William C. Richardson, former CEO of the Kellogg Foundation, which has done so much to advance the topic of leadership in education, once asked, “Who will lead us? The answer, of course, is that we will be led by those we have taught, and they will lead us as we have shown them they should.” It has been the researcher’s extreme privilege to explore a small part of that process.

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APPENDICES

Appendix A

Transformational Leadership Skills Inventory Explanation

Larick & White 2012

Leadership matters and the demands for great leaders are increasing each day. The fast-paced global age has presented unprecedented challenges and uncertainty to leaders in all sectors of business, government, education, and social institutions. This environment is redefining the skills that leaders must have to be successful. Great leaders today frequently use 360° feedback as a process to analyze their performance as a leader and develop professional and personal growth plans.

According to Jones & Bearley (1996), the term 360° feedback refers to the practice of gathering and processing multi-rater assessments on leader's performance and feeding back the results. In this process the leader rates her/himself on a set of criteria using an inventory administered online. The same inventory is used by a group of respondents to rate the leader. For example, the leader's boss/supervisor, peers and subordinates use the same inventory to provide feedback concerning the leader's perceived performance. The data received from the inventory provides the leader information necessary to identify their strengths and opportunities for growth.

The 80 items used in this inventory are based on theory and research about leadership and the attributes and strategies that support Transformational Leadership. An extensive literature search on Transformational Leadership and the process of change has led to identification of 10 domains and 80 skills that comprise the TLSi.

The development of this instrument has relied on the prior research of John Kouzes & Barry Posner; Ken Wilber; John Kotter; Daniel Goleman; Loyd Cacioppe; David Cashman; Peter Senge; Thomas Havey, Patricia Clark White & Lawrence Kemper; Edgar Schein; Rosabeth Moss Kanter; Ken Blanchard; William Bearley & John Jones; et al..

Appendix B

Transformational Leadership Skills Inventory (Short Version) TLSi

(Qualitative Questions were developed from four domains of the TLSI)

5 = Very great extent 4 = Great Extent 3 = Some Extent 2 = Little Extent 1 = Very Little Extent

Domains

1. Visionary Leadership: [Leaders] create a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.

1 2 3 4 5

2. Communication: [Leadership] that effectively supports an environment of open communication where the exchange of ideas, solutions, and problems are discussed inside & outside the organization.

1 2 3 4 5

3. Problem-Solving & Decision-making: [Leaders] create an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.

1 2 3 4 5

4. Personal and Interpersonal Skills: [Leaders] that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence.

1 2 3 4 5

5. Character and Integrity: [Leaders] foster trust in the organization by creating an emotionally intelligent organization whose members know themselves and know how to deal respectfully and understand others.

1 2 3 4 5

6. Collaboration: [Leaders] build a culture of trusting relationships and purposeful involvement that supports critical and creative problem-solving and decision-making through effective communication and conflict resolution.

1 2 3 4 5

7. Creativity and Sustained Innovation: [Leaders] encourage divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.

1 2 3 4 5

8. Diversity: [Leaders] integrate the strengths that individual and cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society.

1 2 3 4 5

9. Team-Building: [Leaders] create an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict.

1 2 3 4 5

10. Political Intelligence: [Leaders] generate organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission.

1 2 3 4 5

Appendix C

Harvard Business Review

WHAT LEADERSHIP SKILLS DO YOU NEED MOST?

These competencies were voted the most important for all management positions.



SOURCE ZENGER/FOLKMAN

HBR.ORG

Appendix D

Synthesis Matrix

SYNTHESIS MATRIX	THEMES	Higher Education	Overview of Leadership	Leadership Learning theory	Leadership Skills	Integration	Christian Higher Ed. Faculty	Christian Higher Ed Learning Goals	Transformation Leadership Classrooms	Classroom as Organization	Transformation Leadership tools	Undergraduate Learning Experiences	Transformational Leadership Undergraduate Business programs	Four domains of the TLSi
AUTHOR														
Astin & Astin 2000		x			x				x					
Anderson, Dean, & Ackerman. Linda. (2011, Fall)														
Arum, R., & Roksa, J. (2011, January 18).		x			x									
Avolio, B. J., & Bass, B. M. (1998).				x		x					x	x		
Avolio, B. J., Yammarino, F. J. (2013).									x		x	x		
Azdell, G. L. (2010).				x		x			x					
Baker, D., & Wiseman, A. W. (Eds.). (2008).		x												
Balwant, P. T., Birdi, K., & Stephan, U. (2014, August).		x			x				x			x		
Baringer, D. K., & McCroskey, J. C. (2000).						x			x					
Bartle, M. S. (2008)		x		x										
Bass, B. M. (1990)		x		x	x	x			x		x			x
Bass, B. M., & Avolio, B. J. (1993)		x		x	x									x
Bass, B. M., & Avolio, B. J. (1995)		x		x							x			x
Bass, B. M., & Riggio, R. E. (2006)		x	x	x	x	x					x			
Bass, B. M., & Steidlmeier, P. (1999)						x			x					x
Beers, S. (2008).		x					x	x						
Bennis, W. (2012)			x	x	x									
Bennis, W. (2012)														
Bennis, W., Bennis, W. G., & Goldsmith, J. (2010).				x	x									
Benton, S., & Pallett, W. (2013)		x		x			x	x	x					

SYNTHESIS MATRIX	THEMES	Higher Education	Overview of Leadership	Leadership Learning theory	Leadership Skills	Integration	Christian Higher Ed. Faculty	Christian Higher Ed Learning Goals	Transformation Leadership Classrooms & Faculty	Classroom as Organization	Transformation Leadership tools	Undergraduate Learning Experiences	Transformational Leadership Undergraduate Business programs	Four domains of the TLSi
AUTHORS														
Bird, J. V., Ji, C.-H. C., & Boyatt, E. (2004).														
Birtch, T. A., & Chiang, F. F. T. (2014)		x							x					x
Blumenstyk, G. (2014)		x												x
Bok, D. (2015)		x												
Bolkan, S., & Goodboy, A. K. (2009a)		x		x	x				x	x		x		
Bolkan, S., & Goodboy, A. K. (2009)		x		x	x					x	x	x	x	x
Bolkan, S., & Goodboy, A. K. (2013)		x		x	x					x	x	x		
Bolster, J. A. (2011, January 1)		x		x	x		x	x				x		
Bommarito, M. S. (2012).		x	x	x	x				x					
Boyer, E. L. (1992)		x							x		x			
Brame, C. (n.d.)		x		x										
Brewer, E. W., & Burgess, D. N. (2005).		x							x					
Brigham, S. M. (2011).		x		x										
Brimmer, S. (2007)		x												x
Brown, B. (2015)		x	x	x										x
Brown, L. M., & Posner, B. Z. (2001).		x		x								x		x
Burgette, J. E. (2007).		x				x								x
Burns, J. M. (1978)		x			x	x								x
Caldwell, C., & Jeane, L. (2007)		x			x								x	x
Castro, S. L. (1999, December).											x			
Charlebois, S., & Giberson, R. (2010).		x										x	x	
Chickering, A. W., Dalton, J. C., & Stamm, L. (2005)		x				x	x	x						x
Chory, R. M., & McCroskey, J. C. (1999).		x			x	x						x		
Cockburn-Wooten, C., & Cockburn, T. (2011).		x		x		x						x	x	x
Cook, C. W. (2002)		x		x		x								
Cooper, & Pullig (2013)		x											x	x
Coulter, X., & Mandell, A. (2012)		x		x										
Creswell, J. W. (2009).		x												
Creswell, J. W. (2014).		x												
Crossan, M., Gandz, J., & Seijts, G. (2012)		x											x	x
Crossan, M., Mazutis, D., Seijts, G., & Gandz, J. (2013)		x		x									x	x
Daniels, R., & Goodboy, A. K. (2014).		x		x					x					x

SYNTHESIS MATRIX	THEMES	Higher Education	Overview of Leadership	Leadership Learning theory	Leadership Skills	Integration	Christian Higher Ed. Faculty	Christian Higher Ed Learning Goals	Transformation Leadership Classrooms & Faculty	Classroom as Organization	Transformation Leadership tools	Undergraduate Learning Experiences	Transformational Leadership Undergraduate Business programs	Four domains of the TLSi
AUTHORS														
Wang, & Hsieh. (2013)		x		x								x		
Darroux, D. A. (2013).		x		x			x	x	x					x
Day, D. V. (2000)		x	x	x	x									
Deming, D. J., Goldin, C., Katz, L. F. (2012)		x												
Dionne, S. D., Gupta, A., Sotak, K. L., Shirreffs, K. A., Serban, A., Hao, C., ... Yammarino, F. J. (2014).		x	x	x	x									
DiPaolo, D. G. (2004)		x		x										
Dockery, D. S., Thornbury, G. A., & Colson, C. W. (2002)		x		x			x	x	x	x				
Eich, D. J. (2007)		x		x		x								
Eicher-Catt, D. (2005).		x		x	x									
Ezaki, J. Y. (2015)				x	x	x								
Faber, E. I. (2009).		x		x										
Flether, S., & Mullen, C. (2012)		x		x		x								
Flores, A. S. (2015)		x		x	x	x								
Folkman, J. (2014, June 18)		x		x									x	
Frey, J. A. (2011)		x		x	x							x		
Friedman, H. H., Hampton-Sosa, W., & Friedman, L. W. (2013)		x		x										
Fritz, M. R. (2015)		x		x	x							x		
AUTHORS														
Fruiht, V. M. (2015)		x		x										x
Gardner, W. L., Avolio, B. J., & Walumbwa, F. O. (Eds.). (2005)		x		x	x							x		
Gaspar, J., Bierman, L., Kolari, J., Hise, R., & Smith, L. (2005)												x	x	
Geiger, R. L. (2015)		x	x											
Ghosh, R. (2013).		x		x					x				x	
Giacalone, R. A., & Promislo, M. D. (2013).									x				x	x
Gill, C., & Caza, A. (2015)				x	x									
Goleman, D., Boyatzis, R., & McKee, A. (2013)				x	x									x
Greenleaf, R. K., & Spears, L. C. (2002)		x			x									
Grigg, E. (2010)		x		x			x	x	x					
Haber, P. (2011).		x		x					x					
Hackett, P. T., & Hortman, J. W. (2008)				x	x								x	
Hansman, E. (2007)				x	x	x								
Harris, M. L. (2015).				x	x						x			

SYNTHESIS MATRIX	THEMES	Higher Education	Overview of Leadership	Leadership Learning theory	Leadership Skills	Integration	Christian Higher Ed. Faculty	Christian Higher Ed Learning Goals	Transformation Leadership Classrooms & Faculty	Classroom as Organization	Transformation Leadership tools	Undergraduate Learning Experiences	Transformational Leadership Undergraduate Business programs	Four domains of the TLSi
AUTHORS														
Harrison, J. L. (2013)		x		x	x						x			
Hartas, D. (2015).		x												
Harvey, S., Royal, M., & Stout, D. (2003)		x							x					
Hay, I. (2015)				x	x									x
Healey, M. (2000)		x		x		x								
Henschke, J. A. (2008).		x		x										
Hodge, K. A., & Lear, J. L. (2011).		x		x					x					
Hoehl, S. E. (2008)		x		x	x				x		x			x
Holmes, A. F. (1987)		x		x	x		x	x	x				x	
Jefferies, A., & Hyde, R. (2010)		x		x		x							x	
Joeckel, S., & Chesnes, T. (2011)		x						x						
Johnson, C. H. (2014).		x		x	x									
Johnson, W. B. (2006)		x											x	
Jones Christensen, L., Mackey, A., & Whetten, D. (2014).		x		x	x									
Jones-Macziola, S., & White, G. (2000)		x							x			x		
Jongbloed, B. W. A. (2007)		x												
Karim, A. M. A., Abdullah, N., Rahman, A. M. A., Noah, S. M., Jaafar, W. M. W., Othman, J., ... Said, H. (2012)		x												
Kim, S., Kim, K., & Choi, Y. (2014)		x												
Klenke, K. (2007)		x		x	x									x
Klenke, K. (2008)		x		x										
Kolb, D. A. (1984)		x		x	x									
Kovach, J. V. (2014)		x		x					x					
Kruger, C., Rowold, J., Borgmann, L., Staufenbiel, K., & Heinitz, K. (2011)				x	x							x		
Langer, R., Hall, M. E. L., & McMartin, J. (2010)		x		x				x	x	x				
Larick, K. & White, P. (2012)		x		x	x						x		x	
Lee, V. S., & Ash, S. (2010).		x		x	x						x			
Leidenfrost, B., Strassnig, B., Schütz, M., Carbon, C.-C., & Schabmann, A. (2014)		x		x	x									
Liu, J., & Olson, D. (2011)		x											x	
Liu, Y. T., & Belfield, C. (2014).		x		x	x									
Logan, J., & Curry, J. (2015).		x												

SYNTHESIS MATRIX	THEMES	Higher Education	Overview of Leadership	Leadership Learning theory	Leadership Skills	Integration	Christian Higher Ed. Faculty	Christian Higher Ed Learning Goals	Transformation Leadership Classrooms & Faculty	Classroom as Organization	Transformation Leadership tools	Undergraduate Learning Experiences	Transformational Leadership Undergraduate Business programs	Four domains of the TLSi
AUTHORS														
Luthans, F., Youssef, C. M., & Avolio, B. J. (2007)			x		x									
Lyons, P. (1995)		x		x						x				
Maki, P. (2012)		x												
Maldonado-Maldonado, A., Cao, Y., Altbach, P., Levy, D., & Zhu, H. (2004)		x												
Matthew, S., Taylor, R., & Ellis, R. (2012).		x										x		
McDonald, R. E., & Derby, J. M. (2015)		x		x								x		
McMillan, J. H., & Schumacher, S. (2006)		x												
Meindl, J. R., & Shamir, B. (2007).				x										
Merriam, S. B., & Bierema, L. L. (2013)		x		x										
Mezirow, J. (1997).		x		x										
Musawi, A. Al, Asan, A., Abdelraheem, A., & Osman, M. (2012).		x		x										
Northouse, P. G. (2012)		x		x	x									x
Nunan, D. (1992)		x												
Odio, M., Sagas, M., & Kerwin, S. (2014)		x										x		
Palmer, P (2015, January 16).		x		x								x		
Parks, S. D. (2011)		x		x								x		x
Parry, K., Mumford, M. D., Bower, I., & Watts, L. L. (2014)		x												
Patten, M. L. (2013).		x												
Patterson, J. A., & Hatfield, M. O. (2001).		x					x	x						
Patton, M. Q. (2002).		x												
Paunonen, S. V., & O'Neill, T. A. (2010)		x												
Peters, J. M. (2014)		x		x					x			x		
Pierce, R. (2008)		x												
Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990).		x		x										
Pounder, J. (2014).		x	x	x	x					x	x	x	x	
Power, R. K., Miles, B. B., Peruzzi, A., & Voerman, A. (2011)		x											x	
Riggio, R. (2010 June 28)		x		x					x	x		x		
Ringenberg, W. C. (2006)		x					x	x				x		
Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013)		x												

SYNTHESIS MATRIX	THEMES	Higher Education	Overview of Leadership	Leadership Learning theory	Leadership Skills	Integration	Christian Higher Ed. Faculty	Christian Higher Ed Learning Goals	Transformation Leadership Classrooms & Faculty	Classroom as Organization	Transformation Leadership tools	Undergraduate Learning Experiences	Transformational Leadership Undergraduate Business programs	Four domains of the TLSI
AUTHORS														
Roberts, A., & Friedman, D. (2013)		x							x				x	
Roberts, C. M. (2010)		x												
Saathoff, R. (2013)		x										x		
Saichaie, K., & Morphew, C. C. (2014).		x										x		
Saunders, K. T. (2015)		x										x		
Scheele, P. R. (2015)		x		x	x							x		
Scudder, V. (2011).				x	x								x	x
Sensing, T. (2011)		x												
Shamoo, A. E., & Resnik, D. B. (2009)		x												
Sholes, J. R. (2010)		x		x	x		x	x						x
Sigmar, L. S., Hynes, G. E., & Hill, K. L. (2012)		x		x									x	x
Smith, R. (2014).		x		x	x									x
Smith, W., & Bender, T. (2008).		x												
Spronken-Smith, R., & Walker, R. (2010).		x												
Squires, L., & Meiszner, A. (Eds.). (2013)		x												
Stone ,A., Russell, R., & Patterson,K. (2004)				x										
Sweitzer, H., & King, M. (2013)		x										x		
Tangenberg, K. (2013).		x						x						
Thelin, J. R. (2013)		x											x	
Thompson, M., & Epstein, I. (2013).		x												x
Ward, P. (1997)				x										
Wells, K. E. (2014)											x			x
Williams, J. A. S., & Reid, R. C. (2010)		x									x			x
Williams, K. (2014).		x			x						x			
Willis, J., Valenti, R., & Freitas, D. L. I. (2010)		x												
Wilson, W. L. (2009)		x										x		
Wulf-Andersen, T., Mogensen, K. H., & Hjort-Madsen, P. (2013)		x										x		
Hsu, Lai & Hsu (2015)		x		x										
Zenger, J., & Folkman, J. (2013)				x										
Zimmerman-Oster, K., Burkhardt, J. C., & Kellogg Foundation, B. C., MI. (2000)		x		x										x

Appendix E

Brandman University Institutional Research Board Application



Page 1 of 3

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

IRB Application Action – Approval

Date: 12-05-15

Name of Investigator/Researcher: Dennis Nichols

Faculty or Student ID Number: B00444465

Title of Research Project:

Undergraduate Business Students' Perceptions of Transformational Leadership Modeling in the Classroom: An Ethnography

Project Type: ☒ New ☐ Continuation ☐ Resubmission

Category that applies to your research:

- ☒ Doctoral Dissertation EdD
☐ DNP Clinical Project
☐ Masters' Thesis
☐ Course Project
☐ Faculty Professional/Academic Research
☐ Other: _____

Funded: ☒ No ☐ Yes _____
(Funding Agency; Type of Funding; Grant Number)

Project Duration (cannot exceed 1 year): Dennis D. Nichols

Principal Investigator's Address: 2816 Balfor Ct

Email Address: Dnichols@jessup.edu Telephone Number: 916 257 3186

Faculty Advisor/Sponsor/Chair Name: Dr Jeffrey Lee

Email Address: jlee1@brandman.edu Telephone Number: 714 726-1537

Category of Review:

☐ Exempt Review ☒ Expedited Review ☐ Standard Review

<input checked="checked" type="checkbox"/>	I have completed the NIH Certification and included a copy with this proposal
<input type="checkbox"/>	NIH Certificate currently on file in the office of the IRB Chair or Department Office

Digitally signed by Dennis D. Nichols
DN: cn=Dennis D. Nichols, o=WJU, ou=WJU, email=dnichols@essup.edu,
c=US
Date: 2015.12.05 20:41:46 -08'00'

Signature of Principal Investigator: _____ Date: 12-05-15

Digitally signed by Jeffrey Lee
DN: cn=Jeffrey Lee, o. ou,
email=jlee1@brandman.edu, c=US
Date: 2015.12.06 14:52:38 -08'00'

Signature of Faculty Advisor/ **Jeffrey Lee**
Sponsor/Dissertation Chair: _____ Date: _____

**BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
IRB APPLICATION ACTION – APPROVAL
COMPLETED BY BUIRB**

IRB ACTION/APPROVAL

Name of Investigator/Researcher: _____

- ☐ Returned without review. Insufficient detail to adequately assess risks, protections and benefits.
- ☐ Approved/Certified as Exempt from IRB Review.
- ☒ Approved as submitted.
- ☐ Approved, contingent on minor revisions (see attached)
- ☐ Requires significant modifications of the protocol before approval. Research must resubmit with modifications (see attached)
- ☐ Researcher must contact IRB member and discuss revisions to research proposal and protocol.

Level of Risk: ☐ No Risk ☒ Minimal Risk ☐ More than Minimal Risk

IRB Comments:

IRB Reviewer: **Dr. Donald Beissel**

Digitally signed by Dr. Donald Beissel
DN: cn=Dr. Donald Beissel, o=Brandman
University, ou=IRB Committee Member,
email=beis1101@brandman.edu, c=US
Date: 2015.12.17 15:23:18 -0800

Telephone: _____ Email: **beis1101@brandman.edu**

BUIRB Chair: **Doug DeVore** Date: **12/17/2015**

Digitally signed by Doug DeVore
DN: cn=Doug DeVore, o=Brandman University,
ou=IRB Chair, email=ddevore@brandman.edu,
c=US
Date: 2015.12.17 15:28:48 -0800

REVISED IRB Application

☐ Approved ☐ Returned

Name: _____

Telephone: _____ Email: _____ Date: _____

BUIRB Chair: _____

Appendix F

Permission Statement

TLSi © Larick-White 2012 - 360° Survey Instrument

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, without the prior written permission of the authors.

PERMISSION FOR USE

This will serve as permission for you to use the Transformational Leadership Skills Inventory (TLSi) created by Dr. Keith Larick and Dr. Patricia White, to collect data for your Dissertation research. A study entitled: An Ethnographic Study on Undergraduate Business Students' Perceptions of Transformational Leadership Modeling in the Classroom. This authorization will extend from November 1, 2015 to April 1, 2016.

Appendix G

Observation/Artifact Form

The researcher will mark the block he is observing in the narrative notes, indicating, in detail, what he observes for the duration of the observation.
<p><input type="checkbox"/> Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization.</p> <p><input type="checkbox"/> Problem-Solving & Decision-Making: Leaders who create an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.</p> <p><input type="checkbox"/> Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence.</p> <p><input type="checkbox"/> Character/Integrity: Leaders who foster trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others.</p>

Appendix H

Response Email to Participants

(Includes the Informed Consent form)

Dear (NAME):

Thank you for your interest in participating in a research project regarding business students at William Jessup University. I am currently a doctoral candidate in the Organizational Leadership program at Brandman University. My dissertation, “An Ethnographic Study on Undergraduate Business Students’ Perceptions of Transformational Leadership Modeling in the Classroom”, was approved by the William Jessup Institutional Review Board in December 2015, and is pending approval with the Brandman University Institutional Research Board.

Since you are a junior or senior from the business program you are initially eligible to participate in the study. The purpose of the study is to explore the perception of students regarding the modeling of transformation leadership in the classroom. You will be asked to attend a focus-group interview (3-5 students) about your experience in the business program. The interviews will last 45-60 minutes, and will take place at a location on campus. Six to ten students will be asked to participate in follow-up individual interviews a few days later. The individual interview will last 30-45 minutes. As a way of saying thanks, I will provide light refreshments at the focus-group interviews along with a \$10.00 gift card for each interview.

The interview data will remain anonymous and you may opt out of the interview at any time without consequence.

My telephone number is ----- if you have questions regarding the study.

I have included a long informed consent form I will go over with you on the day of the interview. The actual day of the interviews is yet to be determined but most likely will be the first or second week of January.

Sincerely,

Dennis D. Nichols

P.S. I will bring hard copies of the consent form for you to sign on the day of the interviews.

Appendix I

Letter of Consent

Purpose:

Brandman University Interview Consent Form for Business Students at William Jessup University Participating in Doctoral Research Conducted by Dennis Nichols, Doctoral Candidate.

Dear Participant:

As a doctoral candidate at Brandman University, I am currently anticipating the data-collection portion of my dissertation. The purpose of this study is to examine business students' perceptions of their faculty as Transformational Leaders. In order to explore leadership characteristics, the study will use portions of the Transformational Leadership Skills Inventory developed by Larick and White (2012). This research will explore four of the ten domains, including personal and interpersonal skills, communication, character and integrity, and problem-solving and decision-making. This study will use a qualitative approach involving group and one-on-one interviews to investigate this population.

In addition, participants may be asked to submit course assignments (artifacts) that reflect elements which correspond to the research questions driving this study. The course assignments will be collected strictly on a volunteer level with no obligation whatsoever from the participants to submit course-related artifacts.

All data collected will be kept confidential, and the participants will not be identified by name in any of the research. Only the researcher will have access to the records of information obtained directly from the focus groups, individual interviews, and artifacts. The benefit from participating in this study will be to gain a greater understanding of how students perceive leadership training in business classes. The research has minimal risks to the participants. Each participant will be given a \$10.00 gift card to the campus bookstore for their participation in a given interview.

I understand that I may refuse to participate in or I may withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time. I also understand that no information that identifies me will be released and that all identifiable information will be protected to the limits allowed by law. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I should consult with the researcher. I also understand I may contact the Brandman University Institutional Review Board which oversees the

protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

For any concerns related to your participation as a subject on the William Jessup Campus you concerns should be directed to the Office of Academic Research.

I acknowledge that I have received a copy of this form and the Research participant's Bill of Rights.

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

The interviews will be documented using audio recording devices and field/observational notes. The data collected will only be reviewed by the researcher. Signing below signifies that you have read and understood the above and that you agree to participate in this study. Thank you for volunteering your time to participate.

I, _____ consent to participate in the research study conducted by Dennis Nichols.

Signature of Participant _____ Date _____

I hereby agree to abide by the participants' instructions and with all IRB mandates of Brandman University and William Jessup University.

Researcher's signature _____ Date _____

Appendix J
Focus-Group Interviews

Time of Interview:

Date:

Place:

Interviewer:

Interviewees:

Good Morning/Afternoon/Evening,

Thank you again, for agreeing to participate in this interview. As part of my dissertation research for the doctorate degree in Organizational Leadership at Brandman University located in Irvine California, I am interviewing students who are in the business department at William Jessup University and who are anticipating graduation in 2016 or 2017. The purpose of the interview is to learn about your experiences as a student and your perceptions regarding the experiences in the classroom. The interview will take about 45-60 minutes to complete and will include four questions. I may ask some follow-up questions if I need further clarification. Any information that is obtained in connection to this study will remain confidential. All of my data will be reported without reference to individuals by name. After I record and transcribe the data, I will send it to you so that you can check to make sure that I have captured your thoughts and ideas accurately.

I want to make this interview as comfortable as possible for you, so at any point during the interview you can choose not to answer a particular question. With your

permission, I would like to tape-record this interview so that I ensure that I capture your thoughts accurately. Thank you.

Do you have any questions before we begin?

Warmup question: Take one or two minutes to share with us a little about what brought you to William Jessup University.

1. Tell me about how your business faculty influenced you in the classroom with their communication skills. For instance, where he /she shared ideas, solutions and problems, either as they related to the course topic or someone's personal experiences.

(Communication)

Potential follow-up questions:

In class, how were you influenced by your business faculty as he/she displayed energy in personal & work goals?

How about how you were influenced in their skill in conflict resolution?

How you were influenced by how they provided support for your personal development?

2. In the classroom, how you were influenced by your business faculty's skills in demonstrating openness to differences of opinion or of how he/she managed feedback?

(Problem-Solving and Decision-Making)

Potential follow-up question: Can you share a specific example of how you were influenced by the way your business faculty handled the situation?

3. Tell me how you were influenced by your business faculty's personal and interpersonal skills in the classroom. For instance, were they approachable, likeable? In what ways did

they demonstrate emotional intelligence in motivating others toward success? (Personal and Interpersonal Skills)

Potential follow-up questions: Can you share a specific example of how you were influenced by your business faculty, in the classroom setting, in the way they demonstrated personal and interpersonal skills? In what ways did they demonstrate emotional intelligence in motivating others toward success?

4. Tell me about how you were influenced by your business faculty's modeling of character and integrity in the classroom setting?

(Character and Integrity)

Potential follow-up question: Can you share a specific example of how you were influenced this in the classroom?

This concludes our interview. Do you have any other information that you would like to add or share regarding your experiences with your classroom experience?

Thank you very much for your time and support in completing this research. I will send, through email, the transcription of our interview for your feedback. If you would like a copy of my final research findings once my research is complete, I would be happy to share it with you.

Appendix K

Individual Interview Questions

1. Tell me about how your business faculty influenced you in how they personally related to you as a student in a given classroom interaction? (Personal and Interpersonal Skills)

Potential follow-up question: How did they provide support for your personal development in that setting?

2. Tell me about how you were influenced by your business faculty's openness to differences of opinion or how he/she managed feedback with you during class time? (Problem-Solving and Decision-Making)

Potential follow-up question: Can you share a specific example of how your business faculty handled the situation?

3. Tell me about how you were influenced by something your business faculty did toward you to show his/her personal care that motivated you in class? (Communication)

Potential follow-up question: What specific ways did he/she influence you to feel accepted and motivated to do your best?

4. Tell me about how you were influenced by your business faculty's modeling of character or integrity in a class setting? (Character and Integrity)

Potential follow-up question: Was there a specific time you were influenced by your business faculty's modeling of character and integrity that had a direct impact toward you?

This concludes our interview. Do you have any other information that you would like to add or share regarding the influence of your business faculty in the classroom?